

TLC Public Charter School

School Accountability Report Card

Report Using Data from the 2019-20 School Year
Published during 2020-21

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

District Contact Information (School Year 2020–2021)

Entity	Contact Information
District Name	Orange County Department of Education
Phone Number	714.966.4000
Superintendent	Al Mijares
Email Address	amijares@ocde.us
Website	www.ocde.us

School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	Tomorrow’s Leadership Collaborative (TLC) Charter School
Street	1130 E. Walnut Ave
City, State, Zip	Orange, CA 92867-6952
Phone Number	657-284-5228
Principal	Jessica Tunney
Email Address	Jessica.tunney@tlccharter.org
Website	www.tlccharter.org
County-District-School (CDS) Code	30-10306-0137976

School Description and Mission Statement (School Year 2020–2021)

Tomorrow’s Leadership Collaborative (TLC) Charter School is a WASC-Accredited Charter school models best practices for inclusion education, through university partnerships, and a constructivist, project-based learning approach with culturally relevant pedagogy to meet the needs of diverse learners. Modeled after the acclaimed CHIME Institute Schwarzenegger Community School in Los Angeles and WISH Charter Schools in LAUSD. TLC provides an inclusive learning community where *all* students, including those with disabilities and learning differences -- their families, and the school’s staff appreciate and value diversity in all its forms, taught through the prism of 21st century learning.

TLC Charter School serves a highly vulnerable high need student demographics that includes 23% Students with Disabilities (SWD) including medically fragile and immuno-compromised, low-income students living in densely populated multi-generational households with family members who are essential workers, who are essential workers; and English Learners with limited resources and support at home. Our school is situated in a community with significantly higher rates of COVID-19 compared with Orange County’s average.

TLC Charter School started the 2020-21 school year on August 17th with 100% of students participating in Distance Learning (Virtual) Model (Phase 1). For the distance learning program, TLC Charter School has provided technology devices for all students in order to participate in daily curricular and instructional program via distance learning; and Wi-Fi hotspots for those who lack connectivity at home. Families have been provided with information on how to access low-cost internet service from local internet service providers. Our staff has designed tutorials for students/families, and provides daily tech-support virtually, via phone, and onsite daily from 7:30am – 11:20am, to ensure all students are participating in daily instruction.

TLC has designed a research-based distance learning educational program with the input and feedback from staff, parents, students and UC Irvine. All students will participate in a rigorous, cognitively engaging daily learning experience through synchronous “live” instruction as noted in the following chart. Our school utilizes Google as the Learning platform; and synchronous instruction takes place via Zoom. The school day for TK starts at 8:15 and end at 12:45pm with

an optional daily 45-minute block for additional academic support/intervention. For grades 1-6 the school day starts at 8am and ends at 1:30pm with an optional daily 45-minute block for additional academic support/intervention. To address the mental health, social and emotional well-being of students, TLC Charter School has implemented daily Community Meetings (45 minutes) that focus on Social-emotional Learning and mindfulness. TLC Charter school provides daily instructional minutes via synchronous instruction that exceed the SB98 CA state daily instructional minute minimum requirements.

Paraprofessionals support the needs of our students in distance learning by providing additional academic support, and assist with preparing materials for distribution as needed. The Instructional Coach supports our teachers with Professional development on distance learning strategies, research-based pedagogical practices, providing resources for distance learning, prioritizing standards and academic goals; and communicating with the school's leadership on targeted professional development.

Social Studies and Science content standards are integrated in English Language Arts; and Science content standard are also be integrated in Mathematics. Our students continue to receive Enrichment instruction in Art, Music, Physical education, and Gardening. The following online core curriculum have been implemented:

- Engage NY for ELA/ELD and Math
- TCI Social Studies
- TCI Science
- DIG Curriculum for TK
- Bridges Math
- Fountas & Pinnell Guided Reading; Lucy Calkins Readers and Writers workshop

Our students have access to the following supplemental applications: iReady, SeeSaw, Canvas, GetEpic, Khan Academy, Learning without Tears (handwriting and keyboarding).

English Learners

English Learners receive both designated English Language Development (ELD) instruction daily in a 30 minute block utilizing Engage NY ELD curriculum, iReady instructional ELD materials, and integrated ELD across all disciplines. To continue to develop English learner language skills, teachers provide daily comprehensive English Language Development. Designated English Language Development "first teaching" is provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction is provided to support of such instruction. To continue to develop English learner language skills, teachers provide daily comprehensive English Language Development. Designated English Language Development "first teaching" is provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction supports such instruction. TLC provides ELD instruction to all students daily in an inclusive format. ELD and word study lessons are designed based upon the needs of EL students across proficiency levels, and English-speaking students

also receive differentiated assignments related to English Language Development during this time.

Students with Disabilities:

TLC Charter School has developed a Goal Activities Matrix (G.A. Me) Plan for distance learning for use with Students with Disabilities (SWD). The GAME Plan is used to prioritize goals, coordinate services and collaborate with families. Our program also includes:

- Weekly co-planning with general education and Special Education teachers using the GAME Plan tools to ensure lessons and learning activities are individualized for each student with an IEP.
- Daily data collection for each student takes place using the GAME Plan tool
- Weekly family check-in meetings with Special Education teachers and parents take place
- Daily/weekly one to one time with Ed Specialists, Gen Ed Teachers, or Paraprofessionals as needed for additional academic intervention support

Each family check-in meeting includes the following on the agenda:

- Successes/challenges of the week (5 minutes)
- Questions/Issues of concern (5-10 minutes)
- GAME Tool review (5-10 minutes)
 - Adaptations/Modifications needed
 - New ideas and suggestions for moving forward
 - Actions for next week.

PHASE 1: 100% Distance Learning

All instruction is delivered through distance learning; and our staff has ensured that all student have full access to our educational, curricular and instructional program through the use of technology and supplemental packets and instructional materials as needed.

When it is safe to do so, TLC will transition to Phase 2 providing families a choice of a blended/hybrid model or continue with distance learning.

Timeline: August 17th – Current

Instructional Format: All instruction is delivered through distance learning. TLC ensures full access to all students through technology and supplemental packets/materials as needed for families. Distance learning will include a combination of synchronous and asynchronous activities.

Classroom assignments: Students are assigned to classes and co-teachers who remain with them throughout the school year, whether in 100% distance learning (PHASE 1), blended learning (PHASE 2 option), or full in-person instruction (PHASE 3 option).

Scheduling: Each class follows a consistent daily schedule based upon new state guidelines for daily instructional minutes (TK/K: 180 minutes, grades 1-3: 230 minutes, grades 4-6: 240 minutes). As directed by the state, students are expected to participate in learning activities and are accountable for completing learning tasks each day.

PHASE 2: Blended model OR continued 100% distance learning (family option)

Timeline: TBD (once OC meets health and safety requirements for reopening) – TBD (end of school year or end of health and safety requirements for social distancing in schools)

Instructional Format: When TLC is able to reopen safely for in-person instruction, families will be offered the following options:

- 100% distance learning
- Blended model: AM or PM in-person instruction and partial distance learning. Required social distancing measures and health and safety procedures will be in place on-site.
- Classroom assignments: Students will remain with their assigned teachers and class with family option for 100% distance learning OR blended model (PHASES 2-3).
- Scheduling: Each class will continue to follow the consistent daily schedule established in PHASE 1.

PHASE 3: Traditional school day model: full day in-person instruction (ONLY when recommended by local and state health and education agencies)

- TLC will resume full day in-person instruction when the local and state health and education agencies state that conditions have been met for in-person instruction without the need for social distancing measures in place.

To support the academic needs of our Students with Disabilities, the Educational Specialists and parents of SWD:

- GAME plan of prioritized goals and opportunities
- Continued service provision and paraprofessionals support
- Inclusive lessons and activities with accommodations/modifications

To support the academic needs of our English Learners: Spanish language support will be provided in every classroom by teachers and paraprofessionals. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development “first teaching” will be provided through synchronous instruction via small groups differentiated by proficiency level. TLC provides ELD instruction to all students daily in an inclusive format. ELD and word study lessons are designed based upon the needs of EL students across proficiency levels, and English-speaking students also receive differentiated assignments related to English Language Development during this time.

Our school will focus on support for students who struggle with attendance and participation. TLC Charter School will administer a ***systemic cycle of assessments*** that include diagnostic, formative, summative and internal/local assessments.

- iReady (Reading and math) assessments: 3 times/year
- GAME plan of prioritized goals and opportunities
- Daily formative assessments

To ensure student learning and competency developing while also addressing the social emotional needs of students currently, we are providing daily Morning SEL Meetings; social skills group hosted by Children’s Hospital of Orange County (CHOC) for grades 3-6; is offering enrichment and Art courses to support the SEL needs of our students.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	52
Grade 1	12
Grade 2	17
Grade 3	14
Grade 4	13
Grade 5	12
Grade 6	--
Grade 7	--
Grade 8	--
Ungraded Elementary	--
Grade 9	--
Grade 10	--
Grade 11	--
Grade 12	--
Ungraded Secondary	--
Total Enrollment	120

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	0%
American Indian or Alaska Native	0%
Asian	1.7%
Filipino	0%
Hispanic or Latino	64.2%
Native Hawaiian or Pacific Islander	1.7%
White	19.2%
Two or More Races	2.5%
Socioeconomically Disadvantaged	63.3%
English Learners	36.7%
Students with Disabilities	20.8%
Foster Youth	0%
Homeless	0%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	6	7	9	--
Without Full Credential	0	0	0	--
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reader's Workshop: - Calkins Classroom Libraries (K-5) - Calkins Reading Units of Study (K-5) - Okapi Guided Reading (Flying Start and New Heights) (K-5) Writer's Workshop: Calkins Writing Units of Study Word Study: Words Their Way TK: DIG Curriculum (Abrams Learning)	Yes	0%
Mathematics	Bridges Mathematics MobyMax	Yes	0%
Science	1 st – 5 th Teach TCI Science Alive! Units of Study TK-K - Teacher-created materials from state frameworks and other sources	Yes	0%
History-Social Science	1 st – 5 th Teach TCI Social Studies Alive! TK-K - Teacher-created materials from state frameworks and other sources	Yes	0%
Foreign Language	N/A	N/A	N/A
Health	Teacher-created materials	Yes	0%
Visual and Performing Arts	Teacher-created materials, varies by subject	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Tomorrow’s Leadership Collaborative (TLC) Charter School is housed in a leased facility with no modular classrooms. Our school employs janitorial services that maintain our campus clean and in impeccable condition. Annually, our school completes the FIT Tool and results are reported on the school’s SARC Report and LCAP.

TLC Charter School has adopted cleaning standards in adherence to County and State Health Department guidelines. A summary of these standards are available in the School’s Safe Reporting Plan. Maintenance and Administrative staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate: *Year and month of the most recent FIT report: January 2021*

Overall Rating

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts/Literacy (grades 3-8 and 11)	25%	N/A	44%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	6%	N/A	32%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

**CAASPP Test Results in Science for All Students: Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
Science (grades 5, 8 and HS)	--	N/A	--	N/A	--	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

CAASPP Test Results in Science by Student Group: Grades 5, 8, and HS (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Career Technical Education Programs (School Year 2019–2020)

TLC Charter School serves grades TK-5, and therefore does not have a CTE Program.

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

Our teachers and support staff communicated on a regular basis with all families and ensured students participated, attended and engaged in coursework and ensured families knew how to connect virtually. Additional support was provided for students who struggled academically, and those who didn't participate regularly. Progress reports were provided to families that informed them of their child's progress.

Throughout the academic year, TLC Charter School engaged stakeholders (staff, teachers, parents, students, governing board) as part of the Local Control and Accountability Plan (LCAP) annual update and development process. With the transition to distance learning in mid-March as a result of the COVID-19 pandemic, engagement with stakeholders became more impactful, frequent and with high levels of participation especially among parents. Efforts to solicit stakeholder feedback were essential in order to effectively transition to distance learning in March and ensure high levels of student participation and engagement as well as identify essential resources to support families.

Engaging stakeholders took place using multiple venues and formats including virtual meetings, phone calls and online surveys. This engagement was a critical and essential component in the design and development of the school's Learning Continuity and Attendance Plan; Distance Learning plan and Reopening plan for the 2020-21 school year. Translator services are provided for all meetings with families. Details on stakeholder engagement include:

- March – June 2020: Teachers and school staff met daily with the Leadership team to determine best practices and key challenges with distance learning.
- Spring 2020: Leadership team daily meetings with staff/teachers to discuss distance learning, student and family needs, including technology and food access and develop list of resources.
- Spring 2020 – parents and students surveyed on school's transition to distance learning.
 - May 2020: Distance Learning Survey
 - July 2020: Surveyed families on learning preference: in-person versus distance learning
- Spring – Summer: Coffee with the Principal dates: 4/17, 5/8, 6/5, 8/14, 8/21 and 8/28
- Spring – Summer: School staff called families individually to assess for technology and internet needs (English/Spanish)

- Spring – Summer: Increased Clementine Food Trolley (Food distribution for families)
- Spring 2020: TLC Education Specialist met with parents of SWD weekly to discuss needs and supports during distance learning
- June – August 2020: School staff, and parents to provide input on the distance learning & reopening plan
- Summer 2020: TLC Reopening Task Force comprised of the Director, teachers, and support staff met regularly and has continued to meet
- Summer 2020: TLC Leadership and teachers partnered with the University of California, Irvine (UCI) Medical task Force team to develop the school’s Health & Safety Plans and the distance plan for academics to ensure and include research-based practices
- Summer 2020: TLC Leadership Team partnered with Children’s Hospital of Orange County (CHOC) for the development of the school’s Health & Safety Plan and Reopening plan
- Summer 2020: Distance Learning Special Education work group
- August 2020: TLC Leadership hosted weekly Coffee with the Principal to provide families with updates, input in the Learning Continuity & Attendance plan, and solicit feedback.

To ensure equity of voice for all communities of English Learners, administrators will provide necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, as requested by parents. Translators are available upon request.

- TLC conducts all parent meetings in both English and Spanish, and all school notices and materials sent to families are English/Spanish.
- Parent meetings are offered at different times of the day, and all Coffee with the Principal meetings are recorded on Zoom and sent to families to ensure equitable access.
- Parents have options to engage in meetings by Zoom, by phone, and on-site when possible.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	--	--	--	33.8%	30.1%	26.9%	9.1%	9.6%	9.0%
Graduation Rate	--	--	--	31.6%	36%	38.8%	82.7%	83%	84.5%

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017– 2018	School 2018– 2019	District 2017– 2018	District 2018– 2019	State 2017– 2018	State 2018– 2019
Suspensions	--	0%	1.8%	1.6%	3.5%	3.5%
Expulsions	--	0%	0%	0%	0.1%	0.1%

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
Suspensions	0%	1.5%	2.5%
Expulsions	0%	*	*

* At the time of this SARC Report: Expulsion data has not yet been publicly reported by the CDE.

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

Annually, Tomorrow’s Leadership Collaborative (TLC) Charter School’s Leadership Team reviews, and revises, the school’s Comprehensive School Safety Plan prior to the start of the school year to ensure an environment conducive to learning, schoolwide conduct and expectations.

As a result of the Covid-19 pandemic, TLC Charter School has developed a [2020-21 Reopening School Plan for Distance Learning](#) that adheres to local County and State Health Department guidance. The School Safety Plan is reviewed annually and drills take place regularly. Each classroom is equipped with an emergency backpack, that contains a first aid kit, snacks, classroom student roster, and emergency contact information. The evacuation plan is clearly posted on the wall of every classroom.

The School Safety Plan was reviewed, and updated with school staff, stakeholders and guidance from the County and State Health Department in January 2021. Once onsite instruction resumes, on a monthly basis the School Safety Plan will be discussed with students and staff and implemented regularly through drills and appropriate strategies are identified and implemented to ensure compliance with CA Education Codes 32270-32289.5 which includes:

- Child abuse reporting procedures
- Disaster procedures, routine and emergency, including adaptations for students with disabilities
- Suspension/expulsion policies and procedures
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policy that includes hate crime reporting procedures/policies
- If a schoolwide dress code exists, include prohibition of gang-related apparel
- Procedures for safe ingress and egress of pupils, parents and school employees to and from school
- Maintain a safe and orderly environment conducive to learning at the school
- Rules and procedures on school discipline are adopted
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions
- Use of PPE including face coverings, hand sanitation, social distancing, campus cleaning

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–2018)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	--	--	--	--
1	--	--	--	--
2	--	--	--	--
3	--	--	--	--
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
Other**	--	--	--	--

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12	2	0	0
1	0	0	0	0
2	20	1	0	0
3	0	0	0	0
4	15	1	0	0
5	--	--	--	--
6	--	--	--	--
Other**	--	--	--	--

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	52			2
1				
2				
3				
4				
5				
6				
Other**	45			3

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	--	--	--	--
Mathematics	--	--	--	--
Science	--	--	--	--
Social Science	--	--	--	--

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	--	--	--	--
Mathematics	--	--	--	--
Science	--	--	--	--
Social Science	--	--	--	--

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	--	--	--	--
Mathematics	--	--	--	--
Science	--	--	--	--
Social Science	--	--	--	--

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other: Paraprofessionals	10

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$33,102.58	\$12,850.55	\$20,252.03	\$60,154.30
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7,750.12	\$84,183
Percent Difference – School Site and State	N/A	N/A	161.3%	-28.4%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019–2020)

Tomorrow’s Leadership Collaborative (TLC) Charter School is a WASC-Accredited Charter school models best practices for inclusion education, through university partnerships, and a constructivist, project-based learning approach with culturally relevant pedagogy to meet the needs of diverse learners. Modeled after the acclaimed CHIME Institute Schwarzenegger Community School in Los Angeles and WISH Charter Schools in LAUSD. TLC provides an inclusive learning community where *all* students, including those with disabilities and learning differences -- their families, and the school’s staff appreciate and value diversity in all its forms, taught through the prism of 21st century learning.

On March 16th TLC Charter School launched its Distance Learning Platform, specifically designed to provide students ongoing learning opportunities and access to the resources necessary to support their educational, social-emotional, and health and safety needs. It included embedded supports to ensure that students with disabilities had, to the maximum extent possible, equitable access and comparable learning opportunities to their peers without disabilities. Additionally, the distance learning platform allowed for instruction and services that were tailored to meet the individual needs of students with disabilities.

Our teachers were tasked with conducting a needs assessment for each of their students to identify the following needs: technology/device, internet service, and access to food/meals. Approximately 45% of our students were provided a Chromebook/technology device based on the needs assessment; Wi-Fi hotspots were provided and information about acquiring free internet service from Internet Service Providers. Our school provided tech-support for families via phone.

Our entire staff participated in **professional development** on delivering high quality and engaging instruction using Google Classroom, Zoom meetings, and our staff collaborating in identifying high quality apps for our students.

Our teachers collaborated in designing lessons and videos for synchronous and asynchronous instruction. All teachers designed lessons in Google Classroom and used Zoom meetings for

daily live sessions morning meeting and synchronous instruction. Our teachers also designed coursework materials (packets) that were distributed to families. Our teachers were also tasked with taking attendance, monitoring student participation and assignment completion (student work).

The following courses and programs were **modified as a result of Distance Learning**: Music and Art were delivered through synchronous and asynchronous instruction on a weekly basis. Para-Clubs that include Spanish, Sports, Sign Language and Italian; and Para StoryTime Read Alouds continued to take place through a virtual learning platform.

The **impact of Distance Learning** has varied by **student**, for many they felt a loss of community and socializing with peers. Distance Learning has created challenges for both students and **families**, including anxiety, job insecurity, food insecurity, and has impacted the mental and physical well-being of our community. In response, TLC Charter School has distributed technology devices, Wi-Fi hotspots, meal services, developed social-emotional learning videos and lesson, continued with enrichment courses and implemented a family-based SPED Program. Our school held a Kindness Campaign fundraiser to provide families with resources and necessities.

TLC Charter School implemented the **special education** and related services identified in the student's individualized education program (IEP), to the greatest extent possible, through the distance learning platform through synchronous and asynchronous instruction. Because person-to-person contact was limited due to COVID-19 and guidance from state and federal authorities, it was not possible to implement all components of each student's IEP. For example, because all schools were closed, all instruction and services occurred in the home setting and in-person supports were not available due to state and federal directives to avoid person-to-person contact. Similarly, some accommodations, supports, or services that were necessary within the school classroom context may not be necessary in the context of the distance learning format.

Students with Disabilities were provided access to general education distance learning opportunities and resources through Google Classroom. Case Manager support/consultation took place via email, videoconference, and/or phone. Access to supports, accommodations, as well as supplemental learning activities to support the student's IEP goals. Service Providers/Special Education Supports – APE, SLP, OT, Social Skills were delivered through synchronous and asynchronous instruction. Letters were issued to parents explaining the school's Distance Learning Plan for Students with Disabilities.

Approximately 30% of students at TLC Charter School are Unduplicated Pupils (Low Income, English Learners, Foster Youth).

The following is a description of the services we provided to meet the needs of our Unduplicated Pupils (UP).

For **English Learners** – teachers provided instruction for both Integrated and Designated English Language Development (ELD). For ELs curricular and instructional materials were scaffolded

and individualized to ensure accessibility and equitable services that were academically grade level appropriate for our students. All materials that were sent to families were translated to Spanish; the identified primary language other than English identified by the Home Language Survey. Bilingual staff communicated with families on a regular basis to discuss synchronous/asynchronous instruction, Google Classroom Learning platform, web-based materials, curricular/instructional materials and provided families with the academic progress of their child.

The Executive Director/Principal serves as the **Homeless** and **Foster Youth Liaison** at TLC Charter School. Currently, our school does not have any Homeless or Foster Youth students. However, our fundraiser's focus was to provide vulnerable families with resources, including food/meals, clothing, technology device, and access to internet services, including assistance with Pandemic EBT.

Our teachers and support staff communicated on a regular basis with all families and ensured students participated, attended and engaged in coursework and ensured families knew how to connect virtually. Additional support was provided for students who struggled academically, and those who didn't participate regularly. Progress reports were provided to families that informed them of their child's progress.

Tomorrow's Leadership Collaborative (TLC) Charter School developed its Distance Learning Program based on the following goals:

1. Maintain our exclusive and caring community of learners and families throughout this time
2. Prevent learning regression.
3. Prepare our students for the upcoming school year as much as possible.

TLC Charter School implemented the following curriculum and services through synchronous and asynchronous delivery of instruction. Our Distance Learning Program includes:

- Google Classroom – Learning Management Platform
- Daily Morning Meetings: Synchronous – focused on routines, activities for the day, discussion on expectations and assignments, and attendance was tracked.
- Instruction took place daily through asynchronous and synchronous format. ELA and Mathematics instruction took place daily using Bridges Math Digital Program and resources, NewsELA, Scholastic and Khan Academy. Science and Social Studies instruction took place 2-3 times per week.
- Teacher Office Hours – all teachers including Education Specialist held daily office hours for check-ins, small group instruction and individual academic support
- Core curricular and Supplemental programs include Moby Max, Achieve 3000/Smarty Ants, Lialo, Prodigy Math, BrainPOP, NewsELA, Khan Academy, YouTube Videos

As stated earlier, teachers were tasked with conducting a needs assessment for each of their students to identify the following needs: technology/device, internet service, and access to food/meals. Approximately 45% of our students were provided a Chromebook/technology

device based on the needs assessment; Wi-Fi hotspots were provided and information about acquiring free internet service from Internet Service Providers. Our school provided tech-support for families via phone and home visits; and staff provided individual support, while the Kindergarten teacher led a live family session.

For all subject areas, co-teachers identified essential skills and content topics to address prior to entry into the next grade level. These essential skills and topics formed the basis of curricular choices and learning activities that took place.

- **Participation & Attendance:** Students were expected to participate and engage in lessons. Participation was tracked on Google Classroom and Zoom meetings.
- **Progress Monitoring:** Teachers documented and tracked student progress to inform instruction.
- **Inclusion and Accessibility:** TLC teachers utilized principles of Universal Design for Learning (UDL) and differentiation in Distance Learning planning and instruction. Our co-teaching model, inclusive service provision and shared paraprofessional support structures continued and was modified for the distance learning platform.

Teachers and support staff contacted families on a regular basis as part of check-ins, and more frequently with students who were not participating or participating inconsistently to identify the root cause and develop a plan, with the goal of preventing/minimizing learning loss. Our staff developed a variety of Universal Design for Learning (UDL) Distance Learning options for families, to support student learning. Communication with families took place via phone, emails, website, Aeries messaging, and Zoom sessions with families. Parents were provided with an End of Year Progress Report, a tool to describe their child's progress and mastery of essential grade level knowledge and skills.

Our school administered a survey to stakeholders (parents, students, and staff) to measure the effectiveness of our Distance Learning Program, identify strengths and areas for growth. Results will be analyzed, shared with the community, and used to strengthen the delivery of our program.

The Executive Director/Principal developed the guidelines for the school's Distance Learning Program, coached all teachers, supervised sessions, reconfigured job descriptions for support staff to ensure needs of families were being met during Distance Learning, ensured accessibility of instructional materials, led fundraiser to acquire technology devices, led the task force for academic programmatic changes to address learning loss, health directives, redesigned the SPED Program, revised human resources policies and job descriptions, led facility planning for socially distancing students, budgeting and is developing the school re-opening plan

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses: _____ N/A _____

Subject	Number of AP Courses Offered*
Computer Science	N/A
English	N/A
Fine and Performing Arts	N/A
Foreign Language	N/A
Mathematics	N/A
Science	N/A
Social Science	N/A
Total AP Courses Offered*	N/A

*Where there are student course enrollments of at least one student.

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	57	52	50

Professional Development Plan (School Year 2020–2021)

TLC Charter School has designed the following professional development for teachers and staff to ensure the delivery of high quality instruction via distance learning.

- Canvas training modules – new platform for teaching

- Seesaw training learning app
- iReady for assessment and intervention

During Fall 2020, professional development will also focus on co-planning, data-driven instruction with iReady, and remote learning. In addition, our educators will participate in:

- Weekly team teaching meeting
- Staff meetings to reflect on practice and problem-solving: twice per week
- Weekly professional development for emerging topics (digital resources, increasing and improving student engagement and participation in distance learning, differentiation and inclusion online, and family supports)

The Instructional Coach will support our teachers with Professional development on distance learning strategies, research-based pedagogical practices, providing resources for distance learning, prioritizing standards and academic goals; and communicating with the school's leadership on targeted professional development.