

The Learning Choice Academy – Chula Vista



THE LEARNING CHOICE
— A C A D E M Y —

Charter Petition

For the term July 1, 2018 through
June 30, 2023

Submitted to the Chula Vista Elementary School
District

Table of Contents

AFFIRMATIONS AND ASSURANCES	4
INTRODUCTION	7
ELEMENT A: Educational Program	16
ELEMENT B: Measurable Student Outcomes	48
ELEMENT C: Methods of Assessments and Other Uses of Data.....	54
ELEMENT D: Governance Structure	57
ELEMENT E: Employee Qualifications	63
ELEMENT F: Health and Safety Procedures	69
ELEMENT G: Means to Achieve Racial and Ethnic Balance	72
ELEMENT H: Admissions Policies and Procedures.....	74
ELEMENT I: Independent Financial Audits	77
ELEMENT J: Student Suspension and Expulsions	78
ELEMENT K: Employee Retirement Systems.....	96
ELEMENT L: Public School Attendance Alternatives	97
ELEMENT M: Employee Return Rights.....	98
ELEMENT N: Dispute Resolution	99
ELEMENT O: Charter School Closure	101
MISCELLANEOUS PROVISIONS.....	103

APPENDICES

APPENDIX A: 2018-19 Academic Calendar	
APPENDIX B: Articles of Incorporation, Bylaws, and Conflict of Interest Code	
APPENDIX C: Employee Handbook	
APPENDIX D: Budget and Cash Flow	
APPENDIX E: Fiscal Policies	
APPENDIX F: Letter of Intent from El Dorado County Charter SELPA	
APPENDIX G: Petition Signatures	
APPENDIX H: Sample Scope and Sequence and Course/Curriculum Catalogs	

Affirmations and Declaration

As the authorized lead petitioner, I, Debi Gooding, hereby certify that the information submitted in this petition for a California public charter school to be named The Learning Choice Academy – Chula Vista (“TLC-CV” or the “Charter School”), and to be located within the boundaries of the Chula Vista Elementary School District (“CVESD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Learning Choice Academy declares that it shall be deemed the exclusive public school employer of the employees of The Learning Choice Academy – Chula Vista for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School; unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing process to determine admission. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Debi Gooding
Executive Director
The Learning Choice Academy

Date

INTRODUCTION

The Learning Choice Academy (“TLC”) is a nonprofit public benefit corporation that currently operates a charter school, also named The Learning Choice Academy, in the San Diego Unified School District. Through this new charter petition, TLC seeks to establish a charter school authorized by the governing board of the Chula Vista Elementary School District. Over the past 10 years TLC has become a fixture in the community of Chula Vista and San Diego County. TLC has cultivated many positive relationships with individuals, families, nonprofit organizations, government agencies, and private industry. Enrollment has been growing and staying steady around 350 students. Many of our students graduated from TLC and are now active members in our school and the Chula Vista community. The school is proud of its role in the community and continues to seek excellence.

TLC is an independent study, academic program serving grades transitional kindergarten through 12. Every TLC student enjoys the benefits of a personalized learning plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. TLC teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

TLC serves a unique student population because they have not been successful in the traditional school system. The focus of TLC is to improve student learning, offer a safe learning environment, and provide qualified faculty and staff to our student population. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students.

Founding Group

Debi Gooding

Executive Director, Founder of The Learning Choice Academy of Chula Vista

Debi Gooding has been in Education for over 20 years, has been involved in Charter schools since 2001. Debi has a Masters in Educational Leadership and is currently the Executive Director of The Learning Choice Academy of San Diego since 2010 and a founding teacher in 2004. Debi has been School Site Lead, Staff Board Representative, Assistant Director and on the WASC committee.

Mary Leeds

Assistant Director

Mary Leeds has been in Education for 18 years, has been involved in Charter Schools since 2002. Mary has her Doctorate in Education and is currently the Assistant Director of The Learning Choice Academy of San Diego since 2010 and a founding teacher in 2004. Mary has years of experience in the South Bay Dist. and knowledge of ELL learners. Mary has been CELDT/EL coordinator, School Site Lead, and a Staff Board Representative. Mary has sat on a panel of experts for English Learners at CDE to review CELDT test items and is on the WASC committee.

Jeff Fechner
Dean of Students

Jeff Fechner has been in the field of education for 15 years and has been with TLC since 2005. Jeff has Masters degrees in Education and Psychology and currently serves as the Dean of Students, where he oversees assessment, accountability, student services, and serves as the WASC Chair.

Renee Olmeda
Marketing and Events

Renee Olmeda currently serves as the Student Activities Coordinator for The Learning Choice Academy. She has a Bachelor's of Arts degree in Communication with an emphasis in public relations and business management from the University of Maryland. She has been involved with charter schools since 2000 and has been employed with TLC since the school was founded in 2004. Her responsibilities and expertise include parent and student engagement, research, budget, contracts negotiation, advertising, and school-wide communication. Prior to joining the education field, Renee worked in corporate businesses and has experience in community relations, promotions, marketing, grant writing, strategic planning and consumer research.

Laura Moreno
ELL Coordinator

Laura has been in education for over 30 years. She has Bachelor's Degree in Liberal Studies and a Multiple Subjects Credential with a bilingual emphasis in Spanish/English. Laura also has a Master Degree on Educational Leadership and an Administrative Credential. Laura is also certified as a Project GLAD (Guided Language Acquisition Design) trainer at the State Level in Orange County Office of Education. Laura has worked in the south bay districts, county office of Education and is now enjoying working with charter schools. She is currently the English Learner Coordinator, BTSA coach and assist with CELDT training and provides professional development for all TLC resource centers.

Ana Knudsen
Resource Administrative Lead /Educational Partner/ Teacher

Ana Knudsen has been in Education for 17 years, has been involved in Charter Schools for 8 years. Ana has her Master's Degree in Education with an emphasis in bilingual and bicultural education. Ana also has her single subject in English and Spanish. Ana was awarded the Leadership in Biliteracy award for my district through SDCOE.

Celina M. Cunningham
Board President

Celina has been involved with charter schools for 9 years and has been with TLC for 9 years. She is serving her eighth year on the TLC school board and currently serves as board president. Celina has an A.A. degree and has been involved in the business world for 34 years and currently operates her own successful business.

Table A.1: Founder and Consultant Expertise Areas

Name	Curriculum	Instructional Methodology	School Administration	Teaching	Special Education	Charter School/ Business Development	Legal	School Finance	School Facilities/ Real Estate	Fundraising/ Grants	School Non-Profit/ Assoc. Governance	Human Resources
Debi Gooding	X	X	X	X	X	X	X	X	X		X	X
Mary Leeds	X	X	X	X				X	X		X	
Celina Cunningham					X	X	X	X			X	X
Jeff Fechner	X		X		X							
Renee Olmeda						X				X	X	
Laura Moreno	X	X	X	X								
Ana Knudsen	X	X	X	X								
Young, Minney & Corr, LLP					X	X	X	X	X	X	X	X
Delta Managed Solutions							X	X	X	X	X	X

Overview of The Learning Choice Academy – Chula Vista Program

TLC has already set a new standard for Personalized Learning school excellence in California through its existing charter school. Now, TLC seeks to expand its program to TLC-CV students who will benefit from top-quality curriculum that combines the best in print, research, real experience and technology to meet all Common Core State Standards (“CCSS”). Each student shall have a Personalized Learning Plan and a qualified California-certified teacher working collaboratively with a curriculum specialist to tailor the curriculum to meet that student’s individual learning needs.

TLC-CV shall be a learning community that connects students, educational partners, and families through face-to-face interaction. TLC-CV students and their families can count on sophisticated support for their curriculum, special education, and learning management needs, so that their focus on achievement need never waver. TLC-CV shall serve students in grades K-12 throughout San Diego and adjacent counties.

TLC-CV is tailor-made for a diverse array of children who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education or who have opted for a multiple learning environment; children who are homebound due to illness or disability; “exceptional” children who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

At the core of TLC-CV’s rigorous curriculum are selected elements of recognized publishers of state-adopted textbooks including Glencoe, McGraw-Hill, Pearson, and Great Source. TLC-CV has aligned these elements with the CCSS and has then built upon them with both proprietary interactive content and selected supplemental material to assure complete coverage. TLC-CV’s unique Personalized Learning facilitates the effective delivery of instruction via an optimal combination of student connection, parent participation, and staff guidance. The Events Coordinator facilitates enriching in-person community activities to round out the comprehensive learning experience.

The ultimate focus of the “Personalized Learning” TLC-CV instructional model is student achievement. Students will master the core subjects of reading/language arts, mathematics, science and social studies through a challenging curriculum that meets CCSS and will be prepared to excel on the California state assessments. Students will also be given opportunities for enrichment in Visual and Performing Arts, Physical Education, and a variety of other elective subjects.

Accomplishments of The Learning Choice Academy (San Diego)

- Over the last three years, TLC has maintained a 99% attendance rate.
- In the second year of the administration of the Smarter Balanced Assessments, 49% of students at our Chula Vista Resource Center met or exceeded the standards in English Language Arts, which is on par with state average.
- TLC continues to improve their elementary school two-day support program in order to provide more instruction in ELA and Math. A new curriculum was adopted in Language Arts and Math to meet the academic needs of our elementary school students and to align with the CCSS.
- For students in grades six through twelve, we improved our two-day support program so students are more accountable to single subject matter teachers. We have also added higher-level mathematics, science, college preparatory electives and STEM courses.
- Seventy-six percent of enrolled students at our Chula Vista Resource Center are currently taking at least one support study group.
- The adoption of Project Lead the Way has produced an added element to mathematics using real world application as well as support for meeting CCSS in mathematics and science. Currently Chula Vista Resource Center has thirty (30) students enrolled in the engineering program, which offers articulation agreements with San Diego State University, San Jose State University and Cal Poly Pomona.
- The use of technology in Resource Center study groups has increased substantially. Each classroom boasts a smart board and each resource center now has a computer lab available for use. There is also a 2-1 Chromebook ratio.
- Professional development for teachers has increased and has been tied specifically to meeting our areas of critical need CCSS and NGSS.
- Chula Vista Resource Center has increased enrollment by thirty-six (36%) percent during the last 5 years.
- TLC provides a plethora of extra curricular activities including fieldtrips, parent education workshops, curriculum fairs, field days, and high school social events.
- WASC accreditation: TLC was given a second six-year term with a one-day check-in at the three-year mark.
- TLC was given the CALPADS Data Management Recognition Award in 2014-2015 for quality of data management.

The Learning Choice Academy Academic Achievement Data

This data was pulled from Dataquest and represents The Learning Choice Academy's entire student enrollment.

Dropout Rate

Dropout Rate			
2013-2014 through 2015-2016			
Name	2013-2014	2014-2015	2015-2016
State	11.5	10.7	9.8
County	9.7	8.3	8.0
TLC-	4.9	7.2	2.1

TLC's overall dropout has fluctuated over the last three years, but the most recent schoolwide dropout rate compares favorably to the San Diego County dropout rate and the state dropout rate, which is significant considering the transient and demographics of the population we serve.

Graduation Rate

Graduation Rate			
2013-2014 through 2015-2016			
Name	2013-2014	2014-2015	2015-2016
State	81.0	82.3	83.2
County	79.7	81.8	81.7
TLC-	85.2	86.8	80.9

Many students in high school transfer to TLC 1 or more semesters behind. Despite these academic deficits, TLC continues to graduate students at a rate on par with the county and state.

Suspension and Expulsion Rates

As an independent study school, TLC provides a safe and personalized educational setting for students who are in need of an alternative to traditional education. TLC provides a setting for students to focus on education limits the distractions, which may have negatively impacted students in a traditional setting.

Suspension Rate			
2012-2013 through 2014-2015			
Name	2012-2013	2013-2014	2014-2015
State	5.1	4.4	3.8
County	4.1	3.4	3.0
TLC-	0.1	0	0

Expulsion Rate			
2012-2013 through 2014-2015			
Name	2012-2013	2013-2014	2014-2015
State	0.1	0.1	0.1
County	0.1	0.1	0.1
TLC-	0	0	0

CAASPP Scores

TLC-CV English Language Arts CAASPP scores		
	2016	2017
Standard Exceeded	14%	21%
Standard Met	35%	30%
Standard Nearly Met	25%	26%
Standard Not Met	26%	23%

TLC-CV increased the percentage of students who met or exceeded standard by 2% in ELA. Most significantly TLC-CV increased the number of students exceeding standard by 7%.

TLC-CV Math CAASPP scores		
	2016	2017
Standard Exceeded	4%	5%
Standard Met	15%	16%
Standard Nearly Met	32%	29%
Standard Not Met	49%	50%

TLC-CV increased the percentage of students who met or exceeded standard by 2% in Mathematics.

English Learners RFEP Rate

RFEP Rate			
2013-2014 through 2015-2016			
Name	2013-2014	2014-2015	2015-2016
State	12.0	11.0	11.2
County	11.3	10.5	12.3
TLC-	10.3	12.3	20.7

College-bound Students

Count of Students Enrolled in College at Any Time During the First Year After High School

Total in the Class	2012	2015
Total Enrolled	42	79
Total in Public	15	43
Total in Private	14	39
Total in 4-Year	1	4
Total in 2-Year	3	8
Total In-State	12	35
Total Out-Of-State	12	39

Since 2012, The Learning Choice Academy has quickly worked towards creating a college bound culture. There has been a 20% increase in the amount of students who enroll in college the year after they graduate high school.

Enrollment Data for The Learning Choice Academy—Chula Vista

The following enrollment data was pulled from The Learning Choice Academy Student information system as of September 19, 2017. This data represents The Learning Choice Academy's Chula Vista Resource Center.

Total Enrollment by Grade Level

Total Enrollment by Grade Level		
Grade Level	Student Count	Percent of Total
Grade: TK	4	1.10%
Grade: KN	20	5.60%
Grade: 01	22	6.20%
Grade: 02	23	6.40%
Grade: 03	17	4.80%
Grade: 04	22	6.20%
Grade: 05	18	5.00%
Grade: 06	20	5.60%
Grade: 07	28	7.80%
Grade: 08	29	8.10%
Grade: 09	28	7.80%
Grade: 10	35	9.80%
Grade: 11	47	13.20%
Grade: 12	44	12.30%
Total:	357	100.00%

Student Residence Category

Students By Residence Category		
Residency Categories	Student Count	Percent of Total
Other	2	0.6%
Permanent Housing	330	92.4%
Temporarily Doubled Up	23	0.64%
Temporary Shelters	2	0.6%
Total:	357	100%

Language of English Learners

Language of English Learners		
Language	Student Count	Percent of Total
Spanish	48	13.40%

Student Eligibility for Reported Programs

Student Eligibility for Reported Programs		
Student Program	Student Count	Percent of Total
Socio-economically Disadvantaged	124	34.7%
Special Education	43	12.0%

ELEMENT A: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

MISSION and VISION

Our mission statement is to “To empower students to reach their full potential by providing choice in education within collaborative triads of parents, students, and school.”

The Learning Choice Academy will be a 21st century personalized learning school supporting families who desire to achieve and exceed their individualized learning goals using comprehensive methods as they become globally informed citizens.

EDUCATIONAL PHILOSOPHY

TLC-CV shall be a learning community that connects students, educational partners, and families through face-to-face interaction. TLC-CV students and their families can count on sophisticated support for their curriculum, special education, and learning management needs, so that their focus on achievement need never waver. TLC-CV shall serve students in grades K-12 throughout San Diego and adjacent counties.

TLC-CV is tailor-made for a diverse array of children who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education or who have opted for a multiple learning environment; children who are homebound due to illness or disability; “exceptional” children who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic

careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

The ultimate focus of the “Personalized Learning” TLC-CV instructional model is student achievement. Students will master the core subjects of reading/language arts, mathematics, science and social studies through a challenging curriculum that meets CCSS and will be prepared to excel on the California state assessments. Students will also be given opportunities for enrichment in Visual and Performing Arts, Physical Education, and a variety of other elective subjects.

Students To Be Served

Every TLC-CV student shall have a Personalized Learning Plan (which consists of both the TLC-CV Master Agreement for Independent Study and the monthly Student Assignment and Work Record) and an entire team of experts (including a Parent or other Parent/Teacher, a California-certified teacher, and multiple curriculum specialists) committed to the student’s successful fulfillment of that plan. TLC-CV brings out the best in every student through Personalized Learning.

TLC-CV welcomes all students who wish to attend the School. TLC-CV shall serve students in grades TK-12 throughout San Diego County and adjacent counties. TLC-CV shall make every effort to serve as many students as apply, TLC-CV currently has 370 students with room for growth as space allows. The focus will be to serve students within the geographical boundaries of San Diego County and adjacent counties, and outreach will be conducted accordingly. Many families within the District and San Diego County will benefit from the addition of the TLC-CV personalized learning program to their educational choices.

	2018-19	2019-20	2020-21	2021-22	2022-23
Projected Total Enrollment	367	391	428	455	490
Grades TK-5	103	111	140	140	152
Grades 6-8	74	81	99	99	107
Grades 9-12	190	199	216	216	231

TLC-CV students include those whose families seek direct involvement in their child’s education or who have opted for a Personalized Learning school environment; children who are homebound due to illness or disability; “exceptional” children who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

The District has a broad and diverse student population. Significant outreach efforts will be made to ensure that the student body of TLC-CV reflects the diverse characteristics of the territorial jurisdiction of the District, as demonstrated in the following table. TLC-CV’s outreach efforts are further described in Element G of this charter petition.

Table 1.1: Chula Vista Elementary School District Demographics 2017-2018*

<i>Race</i>	<i>Percentage</i>
American Indian or Alaska Native	2.00%
Asian	0.60%
Asian Indian	0.30%
Black or African American	6.60%
Cherokee	0.60%
Declined to State	0.60%
Filipino	4.30%
Guamanian	0.90%
Japanese	0.30%
Korean	0.60%
Mexican American	15.80%
<i>Other Pacific Islander</i>	<i>0.30%</i>
<i>Puerto Rican</i>	<i>0.30%</i>

*Source: CDE DataQuest, 2015-16 California Longitudinal Pupil Achievement Data System (CALPADS), accessed August 26, 2016.

What Is An “Educated Person” In The 21st Century?

TLC-CV believes that children in the 21st century must become literate and articulate, mathematically competent, and scientifically and technologically adept. TLC-CV further believes that all children should have the opportunity to develop their creative and physical abilities, curiosity and love of learning. TLC-CV recognizes its responsibility to generate enthusiasm and excitement for the lifelong process of learning by providing a curriculum that is relevant, integrated, and age-appropriate, and that, at the same time, is aligned to the CCSS. TLC-CV will authentically meet the needs of students today, as well as today’s global economy.

At TLC-CV, students in grades TK-12 shall engage in a challenging learning program that is tailored to their individual needs and is focused on equipping them for success in the 21st century. The TLC-CV curriculum and instructional programs include:

- An emphasis on core subjects: TLC-CV students will master the timeless fundamentals such as reading, writing, mathematics, science, and social studies.
- An emphasis on learning skills: TLC-CV students will develop the essential skills required for lifelong, continuous learning, such as communication, information, problem solving, and self-directional skills.
- An emphasis on communication skills: TLC-CV students will develop proficiency in personal expression with adults, children of multiple ages, plus an array of digital information and communication tools.

At TLC-CV, learning takes place beyond the “four walls of the classroom” and integrates the community, parents, and fellow learners, connected by community resources and technology.

TLC-CV uses both standardized testing and ongoing, curriculum-based assessments – including portfolios of student work and supplemental assessment activities – which integrate with teacher data analysis tools to allow for sophisticated instructional decision-making by parents, students, and school staff.

TLC-CV also believes that the individualized and supported personalized learning educational program facilitates the development of self-direction and personal responsibility among its students. In these ways, TLC-CV will meet the objective of producing students who are self-motivated, competent, lifelong learners.

How Does Learning Best Occur?

TLC-CV believes that children learn best in a safe, positive environment in which they are respected, accepted, valued, nurtured as unique individuals, and challenged to achieve their full potential. From this, it follows that students learn best when their instruction is tailored to their unique needs and when they are supported by adults who are committed to their success.

The centerpiece of instruction at TLC-CV is the Personalized Learning Plan, which provides for individualized instruction, tailored to the learning needs of each child. The Personalized Learning Plan is an extensive document developed at the beginning of the school year by the California-certified program teacher in consultation with the student and the student’s Parents/Guardians in a one-to-one meeting. This Personalized Learning Plan is built from a combination of baseline assessments of both academic skills/knowledge and learning modalities, information gathered from the parents, and input directly from the student. TLC-CV shall use a computer program to help develop lesson plans, student assignments, pacing guides, and work records that are tied to our curriculum and the CCSS.

The Personalized Learning Plan then guides the student’s course through the CCSS-based curriculum of TLC-CV. We believe that our program provides the highest degree of program customization available in any public school operating today.

At TLC-CV, student learning benefits from “the learning triad,” which provides total support for the student’s Personalized Learning Plan. The learning triad is made up of a credentialed Educational Partner, a Parent/Teacher or other Guardian/Teacher, and the Student, all dedicated to each student’s personal learning success.

- ***The Parent/Teacher and/or other Adult/Teacher*** Parental involvement is a centerpiece of the TLC-CV concept. Since TLC-CV takes pride in being a home school, not simply an independent learning program, the parent will be responsible for the instruction and supervision of the student while he/she is completing the assigned work. Because the parent’s role in the process is as the student’s Educational Partner (“EP”), all parents/guardians are intimately familiar with their child’s progress on a day-to-day basis at TLC-CV. The Charter School shall offer ongoing training and support to help

Parent/Teachers carry out their important role, while making optimum use of the available technology tools and professional EP support to do so. In addition, Educational Partners employ Personalized Learning Plan-based electronic progress reports to formally communicate students' academic achievement to students and their Parent/Teachers.

- ***The Educational Partner:*** The Educational Partner (or “EP”) is responsible for evaluating assignments, providing instructional assistance, assigning and scoring assessment activities in the program as needed, and providing feedback on the child's performance. Based on a student’s demonstrated mastery of the material, Educational Partners may add, expand, or replace assignments; they also grade students in each subject for the regular student report cards and make promotion or retention decisions. Depending on the need of the learner, teacher contact with the student and Parent/Teacher may be as frequent as every other week; Educational Partners do not wait to be contacted, but instead reach out to Parent/Teacher and students proactively as needed. At minimum, the Educational Partner, student, and Parent/Teacher have an in-depth consultation once a month.
- ***The Student:*** TLC-CV shall serve students in grades TK-12 throughout San Diego County and adjacent counties. TLC-CV students include those whose families seek direct involvement in their child’s education or who have opted for a Personalized Learning school environment; children who are homebound due to illness or disability; “exceptional” children who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. Students are an integral piece in the triad. They help choose the path between career or college, they help choose curriculum and they must attend the monthly meeting to demonstrate mastery of assigned work.

Professional Development

We will continue to increase capacity to sustain and deliver our high quality instructional programs through professional development and through supporting local resource teachers. While cultivating relationships in the larger community with agencies like the San Diego County Office of Education, California Charter School Association, Charter School Development Corporation, A Plus, and El Dorado Charter SELPA.

On-going professional development for faculty members may typically include:

- A weeklong teacher preparation session in August before the opening of school.
- Day long, all staff development meetings every 6 weeks which include health and safety issues, breakout sessions in common core, reading strategies, integrated math, goggle and all content subjects.
- Training by teachers who are experts in their fields of study.
- Professional Learning Communities monthly.
- Professional Development by NWEA testing
- Professional Development by Edgenuity.

- Training yearly in Standardized Testing.
- Training for SPED department at least once a month
- Training in GLAD strategies for English Language Learners.
- Bi-Weekly meetings at the school level with all staff.
- Mandated Trainings: Safety, blood Borne Pathogens, Child Protective Services,
- Leadership meetings every 6 weeks.
- Guest Speakers for staff
- Guest speakers from colleges for students and parents.

CURRICULUM AND INSTRUCTIONAL DESIGN

The TLC-CV curriculum aligns with the Common Core State Standards. The Charter School's EPs work in teaching teams, grade level teams, and disciplines to align and articulate standards coverage within and across courses and grades.

Regular weekly meetings where, in the context of discussing student work, teachers address how projects and assignments connect to CCSS will be the essential base for student assignments and serve as benchmarks for curriculum alignment. Student talents and interests will provide specific topics of focus. Benchmark descriptors in student assessments and rubrics will provide developmentally appropriate goals and objectives for each curriculum area. Core curriculum will be enriched by lessons that are differentiated to address student talents, interests, learning modalities and challenges.

TLC-CV's instructional design is known as the Personalized Learning Model. The three primary components are as follows:

1. Parent involvement
2. Individualized instruction
3. High-quality teaching in optional Resource Center support study groups

Personalized Learning at TLC-CV utilizes an independent study format, providing a variety of learning environments that are well supported by both the "learning triad" (see above) and by proven curriculum. This basic foundation is further enhanced by technology, by a focus on high quality teaching, and by ongoing staff training opportunities.

Each year the Lead of Curriculum and Instruction meets with a committee of TLC-CV Educational Partners and parents to review and revise the Core Curriculum list. See Appendix H. This catalog of instructional materials includes state adopted textbooks and supporting materials for all core subjects. High School students have a selection of UC approved courses. However, elementary students and high school students not enrolled in College Prep courses may select optional curricula. Students are offered a wider variety of choices in curriculum than in the traditional school setting, and all instruction is supervised by a certificated teacher to ensure standards are being addressed. The curriculum is analyzed, and if determined to be lacking in either quality or quantity, supplemental materials and lessons are provided and assigned.

Supporting Research for the Personalized Learning Model

Education research has shown that the touchstones of TLC-CV's Personalized Learning Plan instructional model—parental involvement, individualized instruction, and high-quality teaching—have been directly correlated to top student achievement.

Parent involvement: Decades of research show that parent participation in education is very closely related to student achievement. In *A New Generation of Evidence: The Family Is Critical to Student Achievement*¹, Anne T. Henderson and Nancy Birla document concrete benefits of parent involvement for students, including higher grades and test scores, higher graduation rates, and greater enrollment in postsecondary education. A Stanford study found that using parents as tutors brought significant and immediate changes in children's I.Q. scores².

At TLC-CV, parents are closely involved in their child's education.

Individualized instruction: Students clearly benefit from instruction that is individualized in terms of pace, content, sequence and style. Among the many studies on this topic, Margaret Haertel and her colleagues show in "What Helps Students Learn?" that "curriculum and assessment tailored to student ability and academic background" to assure "an appropriate level of task difficulty for students and an appropriate instructional pace" is a proven tool for helping students achieve³.

At TLC-CV, instruction is individualized for every student, every day.

High-quality teaching: TLC-CV teachers are qualified in the subjects they teach. Each Educational Partner/teacher will be equipped with the skills and technology they need to bring out the best in every student. In his landmark study correlating test data with teacher quality, Harold Wenglinsky⁴ of the Educational Testing Service showed a direct link between good teaching and higher test scores.

Along with their Parent/Teacher, students will benefit from guidance by TLC-CV's qualified Educational Partners.

Independent Study

TLC-CV shall adhere to all applicable sections of the Education Code for Independent Study (e.g., Education Code Sections 47612.5 and 51745, *et seq.*) and the funding determination requirements of SB740. TLC-CV shall adhere to all applicable California Independent Study

¹ Henderson, A., & Berla, N. (Eds.). *A new generation of evidence: The family is critical to student achievement*. National Committee for Citizens in Education, Center for Law and Education, Washington, DC, 1994.

² Peterson, David. *Parent involvement in the Educational Process*. ERIC digets series number EA 43, 1989.

³ Wang, Margaret C., Haertel, Geneva D., and Walberg, Herbert J., "What Helps Students Learn?" *Educational Leadership*, 1993.

⁴ Wenglinsky, Harold. *How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality*, Educational Testing Service, 2000.

Regulations, specifically 5 CCR Sections 11700 *et seq.* This includes, at a minimum, the creation and execution of master agreements, creation and adoption of a TLC Board of Directors policy regarding independent study, appropriate maintenance of work product, staffing that complies with the required pupil to teacher ratios, and geographic limitations on the place of residence of the pupils. In addition, TLC-CV shall comply with Education Code Section 51747.3 and does not provide any “thing of value” to pupils that a school district could not legally provide to its pupils.

Parent/Teacher/Student Master Agreement

Pursuant to Education Code Section 51747, an agreement shall be signed by: (1) the pupil, (2) parent, guardian, or caregiver of each charter school pupil; (3) the certificated charter school employee who has been designated as having responsibility for the general supervision of independent study; and (4) all persons who have direct responsibility for providing assistance to the pupil. This agreement shall include all of the elements described in Education Code Section 51747(c).

Parents of TLC-CV students are expected to commit to the following principles to ensure a better education for their children:

- Attend a mandatory orientation meeting to learn about TLC-CV educational program, TLC-CV operation, and the roles, rights, and responsibilities of parents and their children
- Understand the educational plan of TLC-CV, the Student/Parent/Teacher Master Agreement, and way in which parents can contribute to the success of both their child and TLC-CV.
- Complete and return all forms, questionnaires, and other requests for information that may be required by TLC-CV as approved by the Board of Directors.
- Ensure the completion of schoolwork that is assigned by the Educational Partner.
- Reinforce the importance of education on a daily basis and discuss with each student what was learned daily.
- Keep informed about TLC-CV through communication with the resource center staff and by the school wide communication system.

School Calendar and Instructional Minutes

TLC-CV shall follow a traditional school year calendar that will include a minimum of 175 days. TLC is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by Education Code Section 47612.5. Thus, TLC-CV will offer at a minimum the following number of minutes of instruction supervised by a certificated teacher:

1. To Students in TK-K, inclusive, 36,000 minutes
2. To Students in 1-3 inclusive, 50,400 minutes
3. To Students in 4-8 inclusive, 54,000 minutes
4. To Students in 9-12 inclusive, 64,800 minutes

Attached as Appendix A, please find the proposed 2018-19 academic calendar.

Transferability and Eligibility of Courses

TLC-CV shall notify students of the transferability of courses to other public high schools on their transcripts. TLC-CV will notify students of the eligibility of courses to meet college entrance requirements through monthly meetings with EPs and annual meetings with the Academic counselor starting in 8th grade.

TLC-CV will seek initial accreditation from the Western Association of Schools and Colleges (WASC) in the first year of operation.

TLC-CV will seek approval to establish an ‘a-g’ list with University of California after initial WASC accreditation has been granted.

Curriculum, Technology and Materials

A summary of Curriculum is provided below. See Appendix H for TLC-CV’s sample scope and sequence for grades 5, 8, and Integrated Math 1, and course catalog. As the state standards develop and evolve, the curriculum may change. TK curriculum is aligned to the California Preschool Learning Foundations developed by the CDE.

TLC’s academic program will focus on academic improvement and high caliber teaching in safe and supportive learning environments. TLC-CV’s curriculum will be rigorous, relevant, student, parent and teacher driven. The Learning opportunities offered at TLC-CV will prepare students for their roles as learners, future employees, and contributing citizens in an ever-changing global society. TLC-CV will be committed to developing and assessments that measure the extent to which students possess college, career and citizen-ready skills and knowledge of the California Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS).

The teachers will use a wide variety of teaching techniques to engage all learning modalities, including technology-based learning. TLC-CV students will have the option to learn the way that best fits them, they will have a choice in independent study (homeschool), on-site classes and tutoring, online courses, or a blended approach for their learning courses.

All lesson plans are provided to students and families at monthly meetings, directing them through use of the comprehensive set of textbooks, trade books, manipulatives, on-line programs and consumables that TLC-CV provides for them at the beginning of the school year. Since TLC-CV learners do not face the distractions and interruptions of a typical school setting—from lining up in the hallway to waiting out the teacher’s handling of disruptive peers—they often use their learning time much more efficiently. The in-depth application of concepts that is often

relegated to homework in a conventional school setting is an integrated part of the learning day at TLC-CV; discrete skills and extended projects, remedial and enrichment activities are all part of the daily routine for students and their Parent/Teachers.

In addition to working with the curriculum materials described above, TLC-CV students have the opportunity to participate regularly in community activities. Enrichment activities such as, field trips, community events, family nights are facilitated by the TLC-CV Events Coordinator or parent volunteers whom TLC-CV supports in organizing such activities for families who live nearby.

English/Language Arts

English/Language Arts courses require students to be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Students will engage in increasingly complex tasks of decoding, analyzing and synthesizing materials that include many cross-curricular texts, playing an important part in building students' content knowledge. Students will have extensive opportunities to build knowledge through texts so they can learn independently. Students will become self-directed learners, effectively seeking out and using resources to assist them including teachers, peers, and digital reference materials. Students will conduct research and create various forms of writing that demonstrate a high level of competency in each of the genres found in English/Language Arts. TLC will seek UC a-g approval for all core high school English/Language Arts courses.

English/Language Arts	
Grade Levels	Course Titles/Semester
TK Grade	Language Arts, ESL (independent study (home school))
K-5 Grades	Language Arts, ESL (independent study (home school), on site options)
6-8 Grades	Language Arts, ESL (independent study (home school), on site options)
9 th Grade	English 9-1, 9-2, English Fundamentals 9-1, 9-2 (online, independent study (home school), on site options)
10 th Grade	English 10-1, 10-2, English Fundamentals 10-1, 10-2 (online, independent study (home school), on site options)
11 th Grade	American Literature 1, 2, English Fundamentals 11-1, 11-2 (online, independent study (home school), on site options)
12 th Grade	British Literature 1,2, English Fundamentals 12-1, 12-2 (independent study (home school), on site options)
9 th -12 th Grade	ESL 1-8 (independent study (home school), on site options)

Mathematics

TLC-CV Students will use integrated Common Core math curriculum that will increase engagement in the subject matter, develop a deep conceptual understanding as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. All the math courses will allow the students to demonstrate concepts based on real world problems while preparing the students to graduate from TLC-CV as college and career ready

citizens. TLC-CV will seek UC a-g approval for all core high school math courses. TLC-CV will offer a college preparatory math courses listed below where applicable.

Mathematics	
Grade Levels	Course Titles/Semester
TK Grade	Mathematics (independent study (home school))
K-5 Grades	Mathematics (independent study (home school), on site options)
6-8 Grades	Mathematics (independent study (home school), on site options)
9 th Grade	Integrated Math 1A, 1B, Algebra 1,2 (online, independent study (home school), on site options)
10 th Grade	Intergrade Math 2A, 2B, Geometry 1,2 (online, independent study (home school), on site options)
11 th Grade	Integrated Math 3A, 3B, Intermediate Algebra 1, 2, Pre-Calculus 1, 2 (online, independent study (home school), on site options)
12 th Grade	Pre-Calculus 1, 2, Personal Finance 1, 2, Calculus 1,2 (on-line, independent study (home school), on site options)

Science

All Science courses will be aligned to the CCSS and the Next Generation Science Standards (NGSS). All science courses will have labs embedded through out the course. The Science curriculum will encourage scientific inquiry, group activities and real-world applications. Additionally, students will be provided with curriculum that is progressively sequenced, builds upon what they already know, and helps them construct a deeper understanding of science and how their knowledge and skills can be used. TLC-CV will seek UC a-g approval for its core high school Science classes.

Science	
Grade Levels	Course Titles/Semester
TK Grade	General science (independent study (home school))
K-5 Grades	General science (independent study (home school), on site options)
6 th Grades	Earth Science (independent study (home school), on site options)
7 th Grade	Life Science (independent study (home school), on site options)
8 th Grade	Physical Science (independent study (home school), on site options)
9 th Grade	Biology 1, 2 or Life Science 1,2 (on-line, independent study (home school), on site options)
10 th Grade	Chemistry 1, 2 (on-line, independent study (home school), on site options)
11 th Grade	Physics 1,2 or physical Science 1,2 (on-line, independent study (home school), on site options)
12 th Grade	Environmental Science 1,2 or Earth Science 1,2 (on-line, independent study (home school), on site options)

Social Studies

All social science courses will align to the CCSS and fall into three broad categories: Knowledge and Cultural Understanding, incorporating learning's from history and other humanities,

geography and the social sciences; Democratic Understanding and Civic Values, incorporating an understanding of our national identity, constitutional heritage, civic values, and rights and responsibilities; and Skills Attainment and Social Participation, including basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship. The elementary students will participate in courses about community, leaders within our country and around the world, California History, and US history and geography. The middle school students will participate in courses about Ancient Civilizations, Medieval and Early Modern Times, and United States History and Geography. The High School Students will participate in courses about World History, United States History, Government, Economics and Geography. TLS will seek UC a-g approval for all core high school Social Studies courses.

Social Studies	
Grade Levels	Course Titles/Semester
TK Grade	Community (independent study (home school))
K-5 Grades	Community, California History, US history (independent study (home school), on site options)
6 th Grades	Ancient Civilizations (independent study (home school), on site options)
7 th Grade	Medieval and Early Modern Times (independent study (home school), on site options)
8 th Grade	United States History and Geography (independent study (home school), on site options)
9 th Grade	Geography and World Cultures1, 2 (on-line, independent study (home school), on site options)
10 th Grade	World History1, 2 (on-line, independent study (home school), on site options)
11 th Grade	United States History1, 2 (on-line, independent study (home school), on site options)
12 th Grade	Government 1, Economics 1 (on-line, independent study (home school), on site options)

Foreign Languages (Languages Other Than English)

TLC shall offer a full four years of Spanish (1-8); Upon UC a-g approval, the foreign language curriculum will satisfy the UC requirement for admission. The High School Spanish courses will integrate a full speaking and listening component in a fun, interactive way using avatars and other media presentations. Students at TLC may also take other foreign languages at the community college through dual enrollment.

Foreign Language	
Grade Levels	Course Titles/Semester
9 th -12 th Grade	Spanish1, 2 (on-line, independent study (home school), on site options)
9 th -12 th Grade	Spanish 3,4 (on-line, independent study (home school), on site options)
10 th -12 th Grade	Spanish 5,6 (on-line, independent study (home school), on site options)
11 th -12 th Grade	Spanish 7,8 (on-line, independent study (home school), on site options)

Visual and Performing Arts (VAPA)

TLC has the opportunity to bring in the community to teach our K-8 students in the VAPA as well as the teachers incorporating into the core curriculum. Upon US a-g approval, the VAPA curriculum will satisfy the UC requirement for admission. The High school courses our taught by our teachers or the students have the option of going to the community college.

Visual and Performing Arts	
Grade Levels	Course Titles/Semester
TK Grade	Art, music (independent study (home school)
K-5 Grades	Art, music, theater (independent study (home school), on site options)
6 th – 8 th Grades	Art, music, theater (independent study (home school), on site options)
9 th – 12 th Grade	Art 1,2, Art History 1,2, Music 1,2, Photography 1,2, Theater, Dance (on-line, independent study (home school), on site options)

Electives

TLC will offer many semester length and yearlong additional elective courses for the high school students that will attribute to their becoming a more will-rounded, college and career, 21st century citizen.

Elective Courses Grades 9-12
Career Planning 1,2
Computers 1,2
Computer Application and Coding 1,2
Computer Science 1,2
Consumer Math 1,2
Driver's Education
ELD 1,2,3,4,5,6,7,8
ESL Literacy 1,2,3,4,5,6,7,8
Integrated Math Support 1-1, 1-2, 2-1, 2-2
Internship 1,2
Health 1, 2
Physical Education 5,6,7,8
PLTW - Introduction to Engineering and Design 1,2
PLTW – Principles of Engineering 1,2
Sociology of Media 1,2
Study Skills
Yearbook

Graduation Requirements

Students graduating with a High School Diploma must complete 220 credits in grades 9th -12th. TLC Diploma graduation requirements may fulfill the University of California (UC) and California State University (CSU) admission requirements.

Comparison Chart of High School Course Patterns for Graduation & College

High School Subject Area	The Learning Choice Academy Requirements	UC Required Courses	CSU Required Courses
English	40 Units	40 Units	40 Units
Math	30 Units Must include completion of Algebra I/Integrated Math 1 or equivalent	30 Units Algebra I/Integrated Math 1 or equivalent, Geometry/Integrated Math 2, Intermediate Algebra/Integrated Math 3 (40 recommended)	30 Units Algebra I/Integrated Math 1 or equivalent, Geometry/Integrated Math 2, Intermediate Algebra/Integrated Math 3
Science	30 Units Life Science Physical Science Earth Science Environmental Science Astronomy	20 Units Must be a lab science in 2 of these 3 disciplines: Biology, Chemistry & Physics (30 recommended)	20 Units Must be a lab science in 2 of these 3 disciplines: Biology, Chemistry & Physics (30 recommended)
Foreign Language	20 Units	20 Units (30 Recommended)	20 Units (30 Recommended)
Social Science	30 Units World History US History Government/Economics	20 Units World History US History Government	20 Units World History US History Government
Physical Education	20 Units	0 Units	0 Units
Visual & Performing Arts	10 Units	10 Units	10 Units
Computers/Study Skills	10 Units (Maybe a combination of both or 10 credits of Computers)	0 Units	0 Units
Electives	30 Units	10 Units	10 Units
Total Units	220	150	150
Examinations		SAT I, SAT II and ACT	SAT I or ACT
Community Service	Service Project or 80 hours	N/A	N/A

California-Certified Educational Partners

Each TLC-CV student has a California-certified Teacher/Educational Partner specially trained in the TLC-CV curriculum and instructional method. TLC-CV's Educational Partner is responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities in the program, and providing feedback on the child's performance. Based on a student's demonstrated mastery of the material, Educational Partners may add, expand, or replace assignments; they also grade students in each subject for the regular student report cards and make promotion or retention decisions. TLC-CV Educational Partners work closely with qualified teachers to better support their students. Depending on the need of the learner, teacher contact with the student and Parent/Teacher may be as frequent as every week and at minimum once a month. Educational Partners do not wait to be contacted; they are proactive participants in their student's learning plans.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Please see the section "Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities" in Element B of the charter for description of TLS-CV's annual goals to be achieved in the Eight State Priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code 47605(b)(5)(A)(ii).

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

TLC-CV is very well equipped to respond to the needs of all students including students who are academically low achieving. We shall identify students as academically low-achieving as those who score standard nearly met or not met on the CAASPP as well as our own tests in each learning period. TLC-CV shall administer the Measures of Academic Performance (MAP) English Language Arts and Math assessments. Online courses (Edgenuity) will be made available and may be selected for students based on academic need. These courses offer many support in English Language Arts and Math. Individual student goals are based on careful analysis of student progress data using formal, informal, and authentic assessments, EP observations, and input from parents and students. TLC-CV shall provide support study groups two days a week to address academically low-achieving students. We provide support in Math, English, Science, and Social Studies. Students shall be evaluated per LP (30 days) to assess ongoing progress and to determine if additional curricular and instructional supports necessary to support student achievement. Parents are notified by phone/email/mail/or in person that their student is struggling and the instructional team, including parent will determine the personalized learning path for this student.

In a Personalized Learning school environment, students working below grade level are shielded from the negative social attention that struggling students often face in a brick-and-mortar environment and are thus able to concentrate on intensive learning. In a personalized learning environment student who are struggling will receive small group instruction, tutoring, peer

tutoring, and computer-assisted instruction. Some specific learning/teaching strategies to help low achieving students are:

- scaffolding
- connection to prior knowledge
- constructing meaning
- motivating students
- providing opportunities to learn to narrow the learning gaps.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

TLC-CV will support all students, including gifted students and high achievers. Students will demonstrate the ability, through a variety of assessments, to perform above grade level will have a personalized education plan that reflects their strengths and interests through course selection and planning, differentiation of instruction, opportunities for acceleration, curriculum enrichment and dual enrollment in Community College. The instructional team, including parents, teacher, counselor, and student will collaborate to select appropriate courses. In addition, students who complete a grade's worth of curriculum well before the end of the school year may be placed into the next grade in that curriculum area, if deemed appropriate by the Charter School Executive Director or Dean of Students and the Parent. In a Personalized Learning school environment, students are able to work significantly above grade level without fear of ostracism or other negative social repercussions that gifted students sometimes face in a more traditional school setting. TLC-CV will provide the opportunity for students to be concurrently enrolled in community college courses and to consult regularly with TLC-CV's counselors. TLC-CV Educational Partners works closely with curriculum specialists and Parent/Teachers to assure a steady flow of enrichment activities for students working above grade level.

Some specific learning/teaching strategies to help high achieving students are:

- Collaborative process that engage students/teachers/parents in developing plans for learning
- Differentiated instruction
- Self-monitoring and self directed learning (scaffolding)
- Setting high standards for all students and encouraging students to set high standards for themselves.

PLAN FOR ENGLISH LEARNERS

TLC-CV will comply with all applicable federal and state mandates and all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-designation to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

TLC-CV will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

TLC-CV will administer the home language survey upon a student's initial enrollment into TLC-CV (on enrollment forms).

ELPAC Testing

All students who indicate that their home language is other than English will be given the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC is California's new assessment that is used to determine the English proficiency of students whose primary language is other than English. The ELPAC is replacing the California English Language Development Test ("CELDT") and is aligned with the 2012 California English Language Development Standards. The ELPAC assesses four domains: Listening, Speaking, Reading, and Writing.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA"): The IA will be given to new K-12 students that have been identified as students whose primary language is not English, has not taken the CELDT or ELPAC, and the student has not been classified before as EL. The test is given to determine their English proficiency status. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. This assessment will be administered beginning in July 1, 2018.
- Summative Assessment ("SA"): ELs will take the SA every year who are identified as EL on the Initial CELDT assessment, until they are reclassified as fluent English proficient. The ELPAC SA is given in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper-pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

Results of each student's assessment will be sent to parents or guardians in their primary language within 30 calendar days. Student growth will be measured based on student's language proficiency from ELPAC results. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. These results will also be included in the students Personalized Learning Plan for instruction.

TLC-CV shall implement a procedure to monitor the academic progress of all Reclassified Fluent English Proficient (RFEP) students for 4 years from the year of reclassification. The instructional team will review assessment results including Language Arts assessment, CAASPP

results, curriculum-embedded assessments, course grades, and work samples. Parents will be notified of ongoing progress after reclassification during parent/teacher meetings every learning period. The instructional team will identify students who are not meeting progress towards standards and provide additional, appropriate supports to meet students' needs.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

TLC-CV shall implement a procedure to monitor the academic progress of all Reclassified Fluent English Proficient (RFEP) students for four years from the year of reclassification. The instructional team will review assessment results including Language Arts assessment, CAASPP results, curriculum-embedded assessments, course grades, and work samples. Parents will be notified of ongoing progress after reclassification during parent/teacher meetings every learning period. The instructional team will identify students who are not meeting progress towards standards and provide additional, appropriate supports to meet students' needs.

Services, Strategies, and Instructional Methods for English Learner Instruction and Intervention

The English Learner population at TLC-CV shall receive support and differentiated instruction through curriculum and the expertise of educators certificated in cross-cultural language and academic strategies. TLC-CV will offer EL students blended (independent study/on site/online) learning opportunities. English Learners who are identified, based on assessments, are enrolled in ELD courses and/or literacy courses that are aligned to the ELA/ELD Framework and standards in order to develop critical language EL's need for content learning in English. The

courses will be enhanced with individualized tutoring sessions with and instructional focus on language communication. The instructional team, including parents, will set proficiency goals for students with measures and benchmarks for achievement.

All educators at TLC-CV shall be trained in English Language Development (ELD) and Specially Designed Academic Instruction (SDAIE) strategies, Project GLAD (Guided Language Acquisition Design), and Writing Reform & Innovation for Teaching Excellence (WRITE) Institute. Students receive both integrated and designated lessons and scaffolding instruction according to their proficiency levels using ELA/ELD standards. Through Project GLAD strategies, students will receive high levels of academic language and literacy instruction. Lessons are designed to promote English Language Acquisition, cross-cultural awareness, and metacognitive development. GLAD Lessons also integrate a strong behavior management portion that promotes cooperative learning, positive and effective interaction among students, and between teacher and students and builds culture sensitivity. Through the WRITE Institute training teachers learn high-leverage writing practices and curriculum with a specific focus on English Learners including designated and integrated ELD lessons. These practices ensure equity and access for all students through writing. This type of training is a trainer of trainers model, so it also builds capacity for coaching teachers, consequently creating teacher leaders.

TLC's English learners participate in an instructional program that supports their acquisition of basic interpersonal communication skills (BICS) in English and teaches them the patterns of formal academic English. The instruction is designed to provide for students experiences with English that are understandable and meaningful and enable students to communicate and master cognitive academic language proficiency (CALP) with peers and adults and thereby participate fully in the academic program. The curriculum is based on the ELA/ELD Framework and utilizes supplementary instruction materials. Teachers model and teach the language patterns and vocabulary needed to understand and participate in language arts and other content areas. Teachers plan student-to-student discussions in which the students are expected to practice their new vocabulary and understanding of language. Focused ELD time generally occurs as a twice weekly segment in addition to the Language Arts block. ELD is taught twice weekly for 60 min. These are designated ELD lessons providing specialized instruction for ELs at a targeted time based on English language proficiency levels and English language learning needs.

- TLC-CV shall seek to employ teaching staff who hold certification as Cross-cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural, Language and Academic Development (BCLAD) credentialed in order to support EL students.
- Credentialed Educational Partners will assign the appropriate California English Development standards for each level.
- English Learners in the primary grades may receive supplemental instruction in the native language to assist in the acquisition of skills while learning English.
- English Learners are encouraged to attend the Resource Center study groups.
- English Learners will attend support classes with EL coordinator and/or Classroom teachers.
- English Learners receive supplemental curriculum to support the English Language Development required minutes of instruction.
- Credentialed EPs attend professional development sponsored by San Diego County Office of Education or outside organizations (i.e. CAFE) to support progress of ELs

- EPs collaborate with the English Learner Coordinator to support progress of ELs
- Training of all staff in GLAD strategies.
- Training of all staff in WRITE program.

Technology for English Learners

TLC-CV shall utilize a web-based comprehensive English language learning programs that use highly engaging animated visuals and provides explicit instruction of grammar concepts and academic vocabulary. TLC-CV shall administer the Measures of Academic Performance (MAP) English Language Arts assessments. These assessments measure what students know and informs what they're ready to learn next. By adjusting to each student's performance, a personalized assessment is created that accurately measures performance—whether a student performs on, above, or below grade level. The reports provide insights for teacher lesson planning to foster student learning. Teachers use the assessments to differentiate instruction and pinpoint individual student needs. Higher-level reports give administrators the context to drive improvement across student populations. The goal of the assessments are to engage students and measure enough depth of knowledge to determine a student's true understanding of the content.

Online courses (Compass and Edgenuity) will be made available and may be selected for students based on academic need. These courses offer additional support in English Language Arts. English Learners receive guided instruction and lessons tailored and differentiated at their independent and instructional level. Critical thinking skills are taught through the use of real life application lessons. Students receive explicit instruction to build vocabulary and reading comprehension. Educators utilize a variety of visuals such as modeling, graphic organizers, to aid in the progress of English Learners. Students are assessed in reading and comprehension three times throughout the year. In addition to authentic assessments, students participate in standardized assessments required by the state.

Transition and Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of English language proficiency (ELP), using an objective assessment instrument including, but not limited to, the state test of English Language Development-ELPAC.
- Teacher evaluation, including, but not limited to, are view of the student's curriculum mastery; and
- Parent opinion and consultation; and
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

DELAC/ELAC

The District English Learner Advisory Committee and English Learner Advisory Committee DELAC/ELAC will be comprised of parents of ELs and not employed by the district and be responsible for advising the Executive Director and staff on programs and services for English learners.

DELAC-Whenever 51 or more English Language Learners are enrolled in a district, the district is required to establish a functioning District English Learners Advisory Committee (DELAC) on programs and services for EL students or a subcommittee of an existing district committee (PAC) that has met the following requirements:

- Has had the opportunity to advise the governing board on at least the following tasks:
 - Development of a district master plan of education programs and services for EL students, taking into consideration the school site plans for EL students
 - Conducting a district wide needs assessment on a school-by-school basis
 - Establishment of district programs, goals, and objectives for programs and services for EL students
 - Development of a plan to ensure compliance with applicable teacher or instructional aide requirements
 - Review of and comments on the written notification required to be sent to parents and guardians
 - Review of and comments on the LEA's reclassification procedures
 - Review and comment on development of the Local Control and Accountability Plan

Each LEA Has received training materials and training, planned in full consultation with the committee, and is prepared to assist parent members in carrying out their legal advisory committee responsibilities.

ELAC-Whenever 21 or more English Language Learners are enrolled at a school site, the site is required to establish a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- Parent members have been appointed by the parents or guardians of EL students at the school site and the TLC school board.
- Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body
- Has advised the principal and staff on: The development of a site plan for EL students that will be submitted to the school site council (PAC) for consideration of inclusion in the Single Plan for Student Achievement (SPSA)
- The development of the school's needs assessment Administration of the school-wide needs assessment, and ways to make parents aware of the importance of regular school attendance
- Has received training and training materials, planned in full consultation with committee members, and is prepared to assist parent members in carrying out their responsibilities.

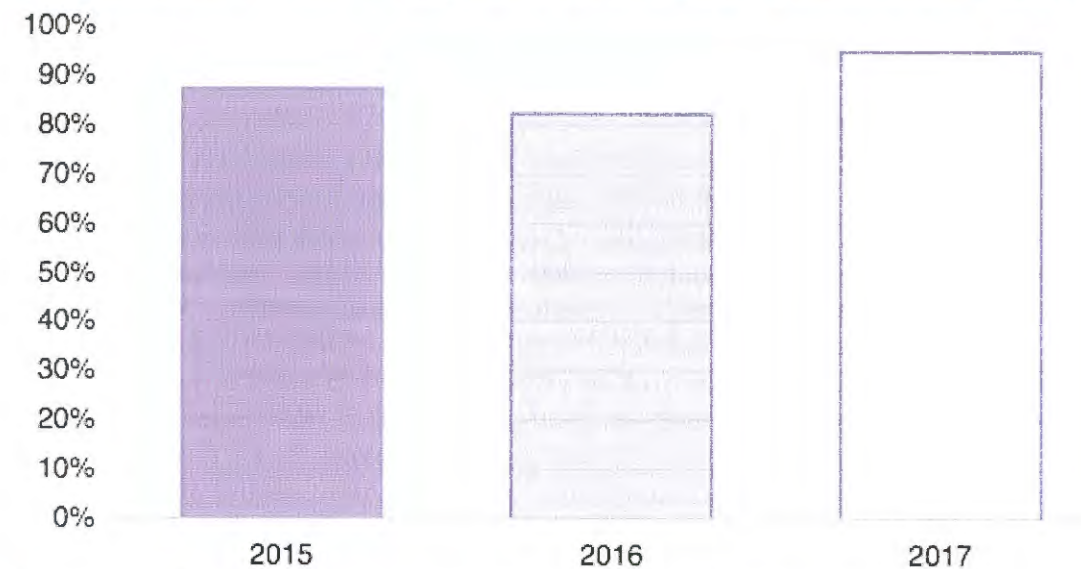
A school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria of parents of ELs constituting at least the same percentage of the committee membership.

Data

Over the course of the last 3 years English Learners have made significant progress towards proficiency. The three year average (2015-2017) is 88%. In 2017 95% of EL students made progress. This information is based on the CA School dashboard.

State Indicators

English Learner Progress Indicator (Grades K-12)



The percent of English Learners who made progress towards English proficiency.

SERVING STUDENTS WITH DISABILITIES

Overview

TLC-CV shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

TLC-CV will be its own local educational agency (“LEA”) member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Learning Choice Academy is currently a member in good standing and has demonstrated the commitment and capacity to function as an LEA for special education services. In addition to meeting all of the regulatory requirements of IDEA, the leadership of TLC-CV is actively engaged in the SELPA leadership and governance structure. Pursuant of the SELPA local plan, the SELPA prioritizes the admission of new schools operated by a current

member of the SELPA. The El Dorado County Charter SELPA intent for acceptance letter is found in Appendix F.

TLC-CV shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

TLC-CV shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by TLC-CV shall be accessible for all students with disabilities.

TLC-CV is strongly committed to serving the needs of all students enrolled in its program. Students with an IEP are welcomed and supported. TLC-CV shall work closely with the El Dorado County SELPA in order to coordinate services locally. TLC-CV representatives will attend El Dorado County SELPA organizational meetings. These meeting are designed to assure compliance in the administration of the program, delivery of service, and fiscal management. Fully credentialed special education Specialists and Resource Specialists will be hired locally and, as direct TLC-CV employees, provide Specialized Academic Instruction (SAI) to students who have been identified as requiring the service as part of their Free and Appropriate Public Education (FAPE). Special Education related services will be contracted locally. Related services include, and are not limited to Speech and Language services, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Vision Therapy, Deaf and Hard of hearing services, and Social work services. These services will be provided by California Department of Education (CDE) certified Non-public Agency (NPA) and Non-public School providers. Contracts with these providers will assure adherence to all federal, state, and local requirements for special education compliance during the term of the agreement. El Dorado County Charter SELPA training and professional development for special education staff will be conducted in San Diego County. Facilities shall be compliant with IDEA requirements.

TLC-CV shall exercise the flexibility to design a program based on the inclusive model that incorporates serving students with disabilities. TLC-CV will engage the SELPA in the IEP placement of students who are identified as requiring and educational placement that TLC-CV is unable to provide. TLC complies with Education Code Section 51745(c) and recognizes that an individual with exceptional needs, as defined in Education Code Section 56026, shall not participate in independent study, unless his or her individualized education program developed pursuant to state law specifically provides for that participation.

Section 504 of the Rehabilitation Act

TLC-CV recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of TLC-CV. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by TLC-CV.

A 504 team will be assembled by the Dean of Students and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the

meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those, which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least

once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the “IDEA”

The following description regarding how special education and related services will be provided and funded is being proposed by TLC-CV in anticipation of an application and acceptance into a SELPA, for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a MOU, delineating the respective responsibilities of TLC-CV and the El Dorado County Charter SELPA. A copy of the MOU will be presented to the District upon execution.

TLC-CV shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the El Dorado County Charter SELPA (“SELPA”).

TLC-CV shall provide services for special education students enrolled in TLC-CV. TLC-CV shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

TLC-CV agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to TLC-CV students, staff, facilities, equipment and records as required to fulfill all District obligations imposed by law.

Staffing

All special education services at TLC-CV shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

TLC-CV shall be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. TLC-CV shall ensure that all special education staff hired or contracted by TLC-CV pursuant to SELPA policies, as well as meet all legal requirements. TLC-CV shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to TLC-CV students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. TLC-CV’s Executive Director and/or Dean of Students will be the primary representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at TLC-CV will also be involved in assuring that all IEPs and 504 plans are properly implemented.

TLC-CV Executive and Asst. Director and/or Dean of Students and/or school psychologist, will oversee Special Education and ensure that all duties that involve Special Education Department are followed through such as but not limited to:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP.
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education.
- Staff will attend Professional Development required to maintain compliance with any applicable laws.

TLC-CV also reserves the right to contract with service providers outside of the District/County when appropriate.

Notification and Coordination

TLC-CV shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. TLC-CV shall adopt and implement policies relating to all special education issues and referrals.

Search and Serve

TLC-CV shall have the responsibility to identify, refer, and work cooperatively in locating TLC-CV students who have or may have exceptional needs that qualify them to receive special education services. TLC-CV shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Upon the commencement of TLC-CV's school year, all students will be evaluated as a means of determining grade level curriculum and placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the Educational Partner (EP) and Resource Administrative Lead (RCA), TLC-CV will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. The EP and RCA will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the and/or school psychologist, EP and teachers will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. TLC-CV may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Referral for Assessment

TLC-CV to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of need special education and related services. TLC-CV's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by TLC-CV's within 15 days. Parents will be informed via the Special Education Team that special education and related services are provided at no cost to them.

If TLC-CV concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. TLC-CV shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. TLC-CV shall obtain parent/guardian consent to assess TLC-CV students.

The School Psychologist and/or Resource Specialist will be responsible for gathering all pertinent information. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter

will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

TLC-CV will follow the following assessment guidelines.

- Parents of guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessment. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. TLC-CV will be responsible for scheduling, coordinating and facilitating the IEP meeting. Parents will be provided with written notice of the IEP team, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

TLC-CV will ensure that all aspects of the IEP and school site implementation are maintained. TLC-CV will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate;
- The administrative designee;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;

Others familiar with the student may be invited as needed. TLC-CV views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter is necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone.

A copy of the IEP will be given to the parent in accordance with state laws and El Dorado Charter SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by TLC-CV, in cooperation with the El Dorado SELPA in which TLC-CV is a member. The IEP will include all required components and will be written on El Dorado Charter SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in achieving those goals.

IEP meeting will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan is (ITP) required at the appropriated age;
- When TLC-CV seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, TLC-CV will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed two times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Procedural Safeguards

Parents of guardians of students with IEP's at The Learning Choice Academy must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meeting to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to

initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. The Learning Choice Academy will utilize the Notice of Procedural Safeguards used by the El Dorado Charter SELPA in which it is a member.

Complaint Procedures

Parents or guardians also have the right to file a complaint with El Dorado SELPA and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

TLC-CV may initiate a due process hearing or request for mediation with respect to a student enrolled in TLC-CV if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, TLC-CV shall defend the case.

Special Education Strategies for Instruction and Services

The Learning Choice Academy will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. The Learning Choice Academy will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through The Learning Choice Academy's school year. Each student's IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

TLC-CV shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in TLC-CV from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, TLC-CV shall provide the pupil with a free appropriate public education, including services comparable to

those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time TLC-CV shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into TLC-CV from a district operated program under the same special education local plan area of TLC-CV within the same academic year, TLC-CV shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and TLC-CV agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to TLC-CV with an IEP from outside of California during the same academic year, TLC-CV shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until TLC-CV conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

TLC-CV shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to TLC-CV and no student shall be denied admission nor counseled out of TLC-CV due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

SELPA Representation

TLC-CV understands that it shall represent itself at all SELPA meetings.

Funding

TLC-CV understands that it will be subject to the allocation plan of the SELPA.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

As a public charter school, TLC-CV recognizes and accepts a heightened level of accountable for reaching ambitious standards for student achievement. TLC-CV has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(b)(5)(B) and 52060(d).

TLC goals are student focused and aligned to state priorities. All students will be held to high standards and supported to reach these goals and the achievement of the school’s vision and mission. All curriculum is aligned to common core standards and rigor so students in the 21st century become literate and articulate, mathematically competent, and scientifically and technologically adept.

As the state continues to finalize new standardized assessment tools (e.g., the California Assessment of Student Performance and Progress (CAASPP) assessment system) and new school performance measures (e.g., California School Dashboard), TLC-CV will continue to examine and refine its list of student outcomes over time to reflect the school’s mission and any changes to state or local standards that support this mission.

1. STUDENT OUTCOMES

TLC-CV, by teaching a challenging and clearly defined core of shared content, grade by grade, will raise students’ academic achievements and abilities across a wide range of subject matters and skills.

It is a goal of TLC-CV for graduates to demonstrate appropriate age of grade-level mastery of the following core academic skills:

English/Language Arts. Students will demonstrate strong reading, writing, listening, speaking and presentations skills, with communication skills appropriate to the setting and audience. They will comprehend and critically interpret forms of expression, including literature from various time periods and cultures.

Mathematics. Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, Integrated math 1, 2, 3, Intermediate Algebra, Pre calculus, and calculus.

Science. Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, environmental biology, and earth sciences.

History and Social Studies. Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.

World Language. Students will be given the opportunity to gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, of the second language.

Visual and Performing Arts. Students will study the various arts disciplines and careers related to those disciplines. Classes will demonstrate the influence of the arts across the curriculum and generate in the students an appreciation for visual and performing arts in their daily lives.

Physical Education. Students will be offered courses that are consistent with the expectations established under charter law and each student's personalized education plan.

Underlying and utilized throughout each of the subject areas will be other core skills such as:

- Critical thinking skills, e.g. problem-solving, analyzing, and applying knowledge.
- The ability to effectively use technology consistent with the National Educational Technology Standards.
- Knowledge of pertinent issues of health and the development of physical fitness.
- Life-long learning skills: study skills and habits, planning, initiating and completing a project, and the ability to reflect and evaluate one's own learning.
- Social skills: citizenship and leadership as demonstrated by the planning and implementing of community service, conflict resolution as demonstrated by the responsible and compassionate interaction with peers, and the ability to work effectively with others in cooperative groups.
- Life skills: financial management, job readiness and career development, higher education continuance skills and appreciation for the arts.

In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of performance measurements (e.g., state tests, NWEA MAP testing, chapter and unit tests, teacher tests) at various points throughout their experience at TLC-CV.

2. ANNUAL GOALS AND ACTIONS IN THE EIGHT STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(A)(ii) and 47605(b)(5)(B), TLC-CV has established goals, actions and measurable outcomes both school wide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of all student subgroups who

will attend TLC-CV, including low-income students, English Learners, and foster youth. The metrics associated with these goals will help TLC-CV to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control funding Formula. Each of TLC-CV's goals, actions, and measurable outcomes are listed below, along with the specific metrics that will be used to monitor progress toward achieving these goals.

Local Control and Accountability Plan

TLC-CV will produce a Local Control and Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. TLC-CV shall submit the LCAP to the District and the San Diego County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by TLC-CV.

Goal 1: Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready

Goal 1 aligns with the following state priorities: basic services (#1), implementation of State Standards (#2), Student achievement (#4), pupil engagement (#5), course access (#7), and other pupil outcomes (#8).

Applicable Student Groups: All

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

- Offer support classes that are aligned to the ESL/ELD standards and tutoring outside of support classes for ELD and LTEL (long-term English Learners) students.
- Teachers will identify struggling students and have office hours for tutoring in areas of need.
- Maintain instructional aides for students who are identified academically struggling.
- PD for teachers and instructional staff on the web-based NWEA Map system
- PD for teachers and instructional staff on the web-based Edgenuity program along with the NWEA Map system.
- Analyze sub-group data for students taking NWEA MAP Pre- and Post- Assessments.

- Academic counselor will oversee master agreements, meet with parents, teachers and students in 8th-12th to insure students have a 4-year plan that clearly articulates courses students will complete to meet district graduation/a-g requirements.
- Increasing the number of students taking PSAT, ACT, SAT for College and Career Readiness
- Leadership team will insure that curriculum and materials used in teaching are aligned with current state standards.

Measurable Outcomes:

- Increase from 16-17 the EL re-designation rate by 2%
- English Language Arts scores will increase by 2% for all students. Students groups scoring below the LEA average will show an increase of more than 2%
- Math scores will increase by 2% for all students. Students groups scoring below the LEA average will show an increase of more than 2%
- Increase from 16-17 the percent of students meeting the UC a-g requirements by 1%
- Maintain 100% sufficiency of standards-aligned instructional materials.

Goal 2: TLC will provide safe and well-maintained facilities and positive learning climates and instructional practices that support the academic, social, emotional and physical needs of students.

Goal 2 aligns with the following state priorities: basic services (#1), pupil engagement (#5), and school climate (#6).

Applicable Student Groups: All

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

- Continue the program to help support the health and social/emotional well being of all students.
- Establish collaborative relationship with school counselors and psychologists to assist teachers in study groups and parents at home.
- Provide bus passes for low-income students to get to school.
- Recruit, hire, and train effective staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff.
- Support teachers needing to add credential authorizations or clear credential in order to be BTSA program

- Build teacher and site leadership capacity for effective engagement in professional collaborations such as Professional Learning Communities (PLC) including data analysis, use of evidence-based instructional practices and intervention strategies for struggling students.
- Provide bilingual staff to promote effective engagement and communications for EL parents and families. (Bilingual office manager)
- Provide training and updates to ensure well-trained and informed staff for retention of ADA
- Community out reach and advertisement to increase ADA
- Assure that school safety is a priority and is monitored by school staff
- Provide training and updates to ensure well-trained and informed staff
- Provide for clean and inviting schools, well maintained and in good repair

Measurable Outcomes:

- Maintain or decrease annual dropout rate by 1%
- Facilities are in good repair and safe for all
- School safety plans – all resource centers maintain safety plans and drills
- Maintain 0% suspension/expulsion rate
- 100% teachers completing year 1 and year 2 BTSA induction
- increase the enrollment/ADA rate from previous year by 10%

Goal 3: Promote, foster, and develop parent connections through strong and effective communication and partnerships.

Goal 3 aligns with the following state priorities: Student achievement (#4), and school climate (#6).

Applicable Student Groups: All

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

- Increase the opportunities parents have to participate in educational workshops on areas of interest.
- Provide training for parents of students who are struggling academically. Survey parents on when is the best day/time to help parents succeed.

- Provide college and career readiness information, including entrance requirement, financial aid and career pathways

Measurable Outcomes:

- Provide information regarding school events and important topics through Parent Square and social media
- Provide documents in home language
- Provide parent multiple opportunities to attend workshops or individual training on areas of interests or need

ELEMENT C: METHODS OF ASSESSMENT AND OTHER USES OF DATA

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

A. OVERVIEW

TLC-CV shall meet all statewide standards and conduct pupil state assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter schools.

Please refer to the information in Element B for a description of the assessments TLC-CV shall utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. TLC-CV affirms that its methods for measuring pupil outcomes for State Priorities, as described in Element B of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

B. METHODS OF ASSESSMENT

TLC-CV shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in the previous section TLC-CV will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle described below.

Assessment	Description	Assessment Schedule
State required tests	Smarter Balanced (SBAC), Physical Fitness Test (PFT), California Science Test (CAST), California Alternative Assessment (CAA)	Annually
Placement Exams	English Language Proficiency Assessment (ELPAC), High School Mathematics Placement exam, English diagnostic exam.	Annually, as needed

School Designed Assessments	Tests, quizzes, projects	Weekly, bi-weekly, monthly
Local Control Accountability Plan	The LCAP describes the school district's key goals for students as well as the specific actions (with expenditures) the district will take to achieve the goals and the means (metrics) used to measure progress	Annually
Summative Assessments	Northwest Evaluation Association Measures of Measure of Academic Progress (NWEA MAP); Renaissance Learning (Accelerated Math and STAR English) End of course examinations aligned to California State Standards	Bi-annually

Responsibility for monitoring, evaluating, adjusting, and adhering to the state's standardized assessment policies and practices follows a traditional model. Educational Partners shall have primary responsibility for assigning assessments, reviewing the completed work and providing feedback to administrators. The Charter School Executive Director shall oversee the assessment program and work with administrative staff in evaluating and making recommendations for changes.

The Executive Director shall have ultimate responsibility for ensuring that TLC-CV is fulfilling the expectations and obligations under charter school law, the Charter, and TLC Board of Directors-approved school policy.

C. USE AND REPORTING OF DATA

TLC-CV's Data System shall capture all needed data about students and their performance. This data shall be accessible to school staff and Educational Partners, on a moment-by-moment, day-by-day basis through our Student Information System (SIS) known as School Pathways. School Pathways contains data on student achievement, programs, student history, enrollment, demographics, and attendance, grades from exams, NWEA results, ELPAC results, and CAASPP test scores. In addition, this data shall be used for formal reporting to various stakeholders on the students – and the Charter School's – instructional progress. Both Parent/Teachers and Educational Partners shall have a variety of assessment tools to identify each student's strengths and areas of need for improvement including: school participation (attendance), credit completion rates, NWEA Map scores, dropout rates, graduation rates,

CAASPP results and the measures of student school engagement, during quarterly instructional meetings to improve the instructional and operational programs within the school. Data is disaggregated for subgroups and special populations to closely monitor the progress of EL students, homeless and foster youth, socially disadvantaged students, and students in special education programs. A key aspect to TLC-CV assessments is the detailed feedback that shall be provided by the Educational Partners beyond the simple right/wrong grading of many traditional assessment vehicles. TLC-CV shall also utilize a variety of advanced data visualization tools that will provide students, parents, Educational Partners, school administrators, institutional partners, regulators and researchers with views of how students are performing. Parents receive ongoing updates from the Educational Partner in the form of phone calls, progress reports, letters, emails, intervention meetings, monthly meeting, and Master Agreement Signings.

At least once annually, TLC-CV will account for its progress towards its performance measures to all stakeholders, including Parents/guardians, the District, the community, and the California Department of Education. The Charter School may choose to formalize this process through the review and revision of an annual Strategic Plan. A School Accountability Report Card (SARC) shall be developed annually by TLC-CV staff and is made available to the TLC Board of Directors, parents, District staff, and (if requested or if available on-line) members of the public.

In addition, The LCAP will be developed in accordance with the appropriate template adopted by the CDE. The LCAP will be reviewed and updated annually pursuant to the requirements of Education Code Section 47606.5, and submitted to the District by July 1 in accordance with Education Code Section 42604.33. TLC-CV intends to use the results of the LCAP to improve teaching and learning for its students.

ELEMENT D: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

A. GOVERNANCE STRUCTURE

Corporate Status

TLC-CV shall be a directly funded independent charter school and shall be operated by The Learning Choice Academy (“TLC”), a 501(c)(3) California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter. TLC currently operates and governs one charter school, The Learning Choice Academy, which is authorized by the governing board of the San Diego Unified School District. Upon approval of this charter for TLC-CV, TLC will operate as a multi-school network organized as a single nonprofit corporation, as described herein.

TLC-CV will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of TLC-CV, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by TLC-CV as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix B, please find the TLC Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Board of Directors

TLC-CV will be governed by the TLC Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Upon approval of this charter petition, the TLC Board of Directors will operate and govern two charter schools: TLC-CV, authorized by the governing board of the Chula Vista Elementary School District, and The Learning Choice Academy, authorized by the governing board of the San Diego Unified School District.

As specified in the Bylaws, the Board shall have at least three (3) and no more than seven (7) directors. The Board composition shall include the following: one (1) community representative, one (1) community representative with a background in education, two (2) parent representatives, and one (1) staff representative. TLC Board will have representation from The Learning Choice Academy and TLC-CV on the Board either by parents, the school community, or both. The TLC community, consisting of the staff and parents/legal guardians of the charter schools operated and governed by TLC, shall nominate individuals for Board candidacy by a majority vote. Each member of the school community is entitled to a single vote. Voting shall

take place in May or June each year. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors.

All Board members, except for the representative of the District, shall be designated by the existing Board of Directors.

Each director shall hold office unless otherwise removed from office in accordance with the Bylaws for two (2) years and until a successor director has been designated and qualified.

The TLC Executive Director shall actively recruit Board members who have professional skills that complement or add to the existing staff composition and place them for consideration. The TLC Board of Directors will evaluate the potential members' credibility and integrity within the community.

The Bylaws provide for a minimum of one position to be held by a community leader. This position will be filled by someone familiar with the community in which the TLC is operating. The TLC Board of Directors shall also consider members' professional, educational, and practical experience. At least one position is to be held by someone with expertise in education.

Roles and Responsibilities

The TLC Board of Directors shall govern TLC-CV. The Board shall set policy and hire contractors, including those providing the management, curriculum, technology and instructional services. Additionally, the TLC Board of Directors is responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill TLC-CV's contract with the District as well as its obligations to the California Department of Education. The TLC Board of Directors shall adopt all policies as required for the independent study program of TLC-CV.

The Board shall meet monthly to conduct school business in a timely fashion. Meetings will be held at one of the school sites and will rotate to ensure broad access for all interested stakeholders and the public who wish to attend a Board meeting. All meetings of the TLC Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act including, but not limited to, those related to notice, agenda preparation, posting and reporting.

TLC Board of Directors Training

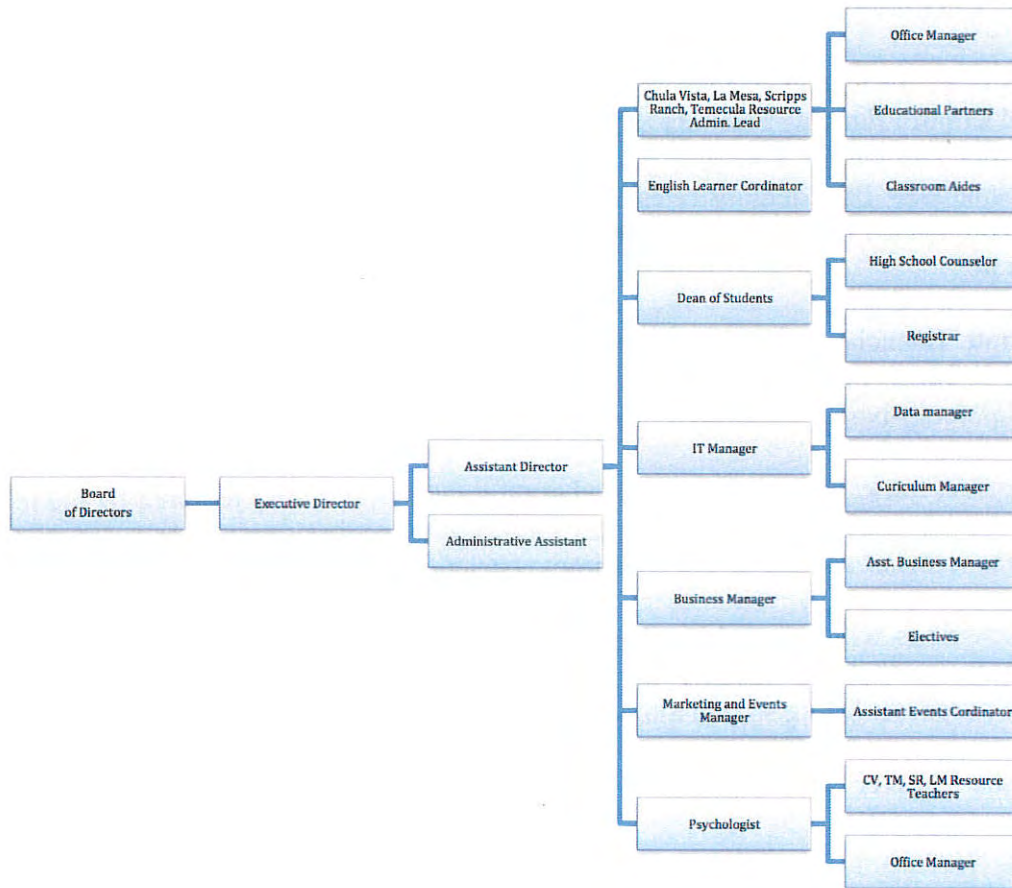
In order to ensure smooth operations and effective Board practices, the Board shall participate in an annual training in the Brown Act and conflict of interest laws and is always invited to attend the annual charter school conferences (e.g., as provided by CCSA, CSDC or County Office of Education).

Compliance with Laws

The TLC Board of Directors shall adhere to all laws applicable to non-profit public benefit corporations operating a charter school including, but not limited to, the laws regarding

interested parties and conflict of interest. In addition, the TLC Board of Directors shall conduct its business in compliance with the Ralph M. Brown Act (Open Meeting Laws). The TLC Board of Directors has adopted a Conflict of Interest Code, as required under the Political Reform Act and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix B.

Operating Structure



If more than one charter school is operated and governed by TLC, all meetings of the Board shall conduct business for one charter school, more than one charter school, or all charter schools governed by TLC. The Board recognizes that each charter school will have individual student demographics and will view each school as a separate entity and will govern each school according to the identified needs and student composition of each school governed by TLC.

TLC will operate with an Administrative Office to support each independent school under the Board's governance. The Administrative Office will house all cumulative files, special education files, as well as all files maintained by the Executive Director and administrative team. Offices will also be maintained at the Administrative Office for use by the Executive Director and other

TLC staff. (See additional information in the Miscellaneous Provisions section of the charter, under “Administrative Services.”)

As a multi-school network organized as a single nonprofit corporation (or “CMO”), TLC has developed appropriate accounting and budgeting policies and procedures to ensure that it remains in compliance with key federal and state laws and Generally Accepted Accounting Principles (“GAAP”). TLC-CV and its non-profit network home office, TLC, will use GAAP to recognize revenues (state, federal and local) and expenditures directly through TLC-CV. TLC-CV, as well as its network home office, will generate legally compliant, GAAP-aligned financial statements. While a complete treatment of these issues is beyond the scope of this document, the accounting practices we implement will permit the network to accomplish the following:

- Recognize, track, and expend revenues generated by “unduplicated” pupils under the Local Control Funding Formula at the TLC-CV level, based on our specific demographic and attendance data. This will permit us to ensure that our budget and Local Control Accountability Plan demonstrates that the increase in the quality or quantity of services for unduplicated pupils grows commensurately with the growth in funding such students generate.
- Generate financial statements at the TLC-CV level that enable us to submit GAAP-aligned forms to request a “determination of funding” under the laws governing nonclassroom-based schools (SB 740).
- Recognize, track, and expend restricted grant revenues, if and as required by the terms of each specific grant, to ensure restricted funds are recognized and expended in alignment with the terms of applicable law and grant restrictions.

Based on discussions with our independent auditor, TLC will use the above data to generate financial statements that are specific to TLC-CV, as well as a consolidated statement for network-wide purposes. Doing so will allow us to meet both state and federal requirements.

The Role of the Charter School Executive Director

The operating structure of the TLC is similar to a traditional educational environment, with a Charter School Executive Director who shall be responsible for supervising all TLC and TLC-CV administrative staff and Educational Partners. The Charter School Executive Director acts according to the policies and procedures as approved by the TLC Board of Directors. The Charter School Executive Director acts in an information and advisory capacity to the Board, and is responsible for implementing Board policies in the day-to-day operation of the Charter School. All personnel decisions concerning the Charter School Executive Director and the Educational Partners and administrative staff are the responsibility of the Board.

The Board believes that the primary responsibility of Executive Director is to oversee the affairs of TLC-CV for the ultimate benefit of the students and community. The Board agrees that day-to-day management of TLC-CV is the responsibility of the school leadership and that the role of the Board is to oversee The Learning Choice Academy’s strategic direction, and leadership

performance of that function.

While the Executive Director oversees the day-to-day operations of TLC-CV, he/she must also have a close working relationship with the Board. The Executive Director will report to the Board at each meeting, providing reports regarding the Charter School's academic and financial status. The Board will review all current and past academic performance at TLC-CV, adopt and revise the annual operating budget, and guide specific goals throughout each school year. At each Board meeting, the Board will also review/approve all recent expenditures, expected revenues, and any upcoming expenditure to assure that all financial operations are in line with the mission of TLC-CV, the charter, and in compliance with all federal, state, and local regulations as applicable to charter schools.

B. PARENTAL AND STUDENT INVOLVEMENT IN DECISION-MAKING

One of the goals of TLC-CV is a high level of parental involvement in the Charter School. This extends beyond the central role parents play in their own children's day-to-day learning, and allows parents/guardians to also be integrally involved in shaping TLC-CV and making certain that it fulfills its overall mission. Parents play an active role on the TLC Board of Directors (see above). Furthermore, parents, staff, and students may serve on the Parent Advisory Committee and/or committees as needed to advise the TLC Board of Directors or the Charter School administration on specific matters of interest and concern.

Because the Charter School's goal is to provide all parents with the opportunity to be informed about and participate in school-level decision-making, information about the TLC Board of Directors meetings, agendas, and activities is readily available to all families. For example, contact information for Board members is posted on the website. In addition, all Board meeting notices and minutes are posted at each school Resource Center lobby and on the TLC website in accordance with all requirements of the Brown Act.

Parent Advisory Council

The Parent Advisory Council meets quarterly to advise the Executive Director/Assistant Director and staff on program direction. The Council is made up of one and no more than two parents from each Resource Center operated by TLC and elected by their peers for a one-year term. The responsibilities of the Council shall be to:

- Keep the lines of communication open between parents and staff
- Keep TLC-CV staff apprised of personalized learning trends that are valuable to parents
- Give parents a forum to express their needs
- Help parents understand legal compliance issues
- Participate in program evaluation and goal setting

C. GOVERNANCE FOR SUCCESS

The governance structure outlined above is designed to ensure success for TLC-CV. The TLC Board of Directors shall maintain local control over TLC-CV and collect input in decision

making from all stakeholders: parents, staff and community members. At the same time, the educational program, the technological infrastructure, and the day-to-day operations of TLC-CV will be managed by the Executive Director and staff, a group dedicated to providing high quality professional educational services to children of all backgrounds.

TLC-CV, along with the oversight and guidance of the District, shall create a charter school that sets new standards of excellence in the Personalized Learning school arena. This provides a stable high-quality educational choice for families in San Diego County, as well as neighboring counties.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

Assurances

TLC-CV shall not discriminate or harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law.

TLC-CV will comply with all applicable state and federal laws regarding background checks and clearance of all personnel.

TLC-CV teacher credentials will be equal to those required by the District as applicable by required by law for Core and College Prep courses.

TLC-CV teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of ESSA.

TLC-CV is a school of choice and no employee will be forced to work at TLC-CV.

TLC-CV will comply with all applicable state and federal laws regarding background checks and clearance of all personnel.

TLC-CV will comply with all applicable state and federal laws concerning the maintenance and disclosure of employee records.

TLC-CV will comply with all applicable state and federal mandates and legal guidelines relative to ESSA.

Administrative Employee Qualifications

The administration at TLC-CV shall include the Executive Director, Assistant Director, Resource Lead Administrator, Dean of Students, and any other necessary positions who would report to the Executive Director or The Board of Directors. All administrators shall exhibit the following leadership traits and credentials:

- Places students' best interest at the center of all decisions of consequence.
- Is accessible to all in the community including teachers, staff, parents, and children.
- Acts with fairness, integrity, and respect for diversity.
- Leads collaboratively at every level of the school.
- Is knowledgeable of the educational and/or business practices that will fulfill our school's mission.

- Is knowledgeable of laws governing charter schools.
- Commitment to working with parents as educational partners.
- Continue education through additional courses and training, workshops, seminars and staff development.

TLC-CV has established the following experience and qualifications standards for key personnel:

Executive Director – The Executive Director is a full-time position that leads the activities of TLC-CV. The Executive Director is responsible for the implementation of the organization’s strategic plan, as well as the financials, programs, and administrable management of the organization. The Executive Director will manage a team of senior staff and will report to the Board of Directors.

Preferred Qualifications

- Hold at least a bachelor’s degree from an accredited institution of higher education would prefer an advanced degree and a minimum 3 years management or administrative experience.
- Hold a valid commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold.
- A former school director or teacher is ideal and have teaching experience in an independent study program.
- Must be technologically literate and have good communication skills.
- Must be able to build consensus and to inspire Educational Partners to teach, students to learn, and parents to engage in their child’s learning while following the mission of the Charter School.
- Experience with Board or Directors and the reports that are required.
- Knowledge of community outreach and engagement. Able to coordinate testing yearly for all areas of the school.

Assistant Director – The Assistant Director is a full-time position that assists in the activities of TLC-CV. The Assistant director is responsible for overseeing the Resource Administrators and to ensure sites are running well. Will work closely with the Parent Advisory Committee and report to the BOD on the outcomes of those meetings. Will oversee the English Learner program and assist with reclassification. The Assistant Director will report to the Executive Director.

Preferred Qualifications

- Hold at least a bachelor’s degree from an accredited institution of higher education would prefer an advanced degree and a minimum 2 years management or administrative experience.
- Hold a valid commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold.
- A former school director or teacher is ideal and have teaching experience in an independent study program.
- Must be technologically literate and have good communication skills.

- Must be able to build consensus and to inspire Educational Partners to teach, students to learn, and parents to engage in their child's learning while following the mission of the Charter School.

Dean of Students- Is a full time position and reports to the Executive Director. The Dean of Students works with the Resource Lead Administrators in carrying out the school's academic and behavior programs. As a professional educator the Dean of Students understands and responds to the challenges presented by today's diverse student population. The Dean of Students provides proactive leadership to engage all stakeholders in the delivery of programs and services to support the students' academic achievement, personal and social development. The Dean of Students works cooperatively with the Executive Director, Resource Lead Administrators, counselor, staff, students and parents towards a positive school climate.

The Dean of Students works with the Executive Director in carrying out the school's academic programs, manages assessment, accountability and state reporting, oversees the student information system, is responsible for data management and the counseling department.

The Dean of Students is also responsible for managing student discipline, 504's and the student success team.

Preferred Qualifications

- Hold at least a bachelor's degree from an accredited institution of higher education would prefer an advanced degree and a minimum 2 years management or administrative experience.
- Hold a valid commission on Teacher Credentialing certificate, or a Pupil Personnel Services (PPS) credential.
- Have experience in an independent study program.
- Must be technologically literate and have good communication skills.
- Must be able to build consensus and to inspire Educational Partners to teach, students to learn, and parents to engage in their child's learning while following the mission of the Charter School.

Resource Lead Administrator- The RCA is a full-Time position that oversees the resource centers. Reports to the Executive and Assistant Director.

- Knowledgeable in TLC school policies and procedures
- Manages the staff assigned to site (communications, scheduling, absences, training)
- Works as a liaison between the administration and site staff
- Communicates regularly with the director and assistant director on academic, attendance and incident problems; organizational or site difficulties or changes in school procedures and policies.
- Works as a liaison between the parents and site staff
- Attends Resource lead Administrator meetings as scheduled
- Administers monthly new student orientations throughout the school year
- Plans and administers back-to-school parent night, technology support sessions and other parent workshops as needed throughout school year

- Functions as site administrator for student IEP, SST and 504 meetings.
- Administers weekly site meetings with staff
- Communicates important items to staff regarding enrollment, paperwork deadlines, testing (i.e. STAR, CAHSEE, PE Fit Test) and other pertinent monthly information (i.e. school events, field trips, onsite classes) via weekly site meetings and weekly emails
- Identifies, provides, assigns and coordinates training for site personnel
- Plans, organizes and communicates site based testing proctors and schedules (i.e. STAR, CAHSEE, PE Fit Test) throughout school year
- Plans, organizes and implements a site-wide program/master schedule of classes and events
- Supervises the safety and security of pupils, buildings, parking areas and school grounds.
- Plans, implements and documents site safety drills (earthquake, fire, lock-down)
- Supervises and coordinates the arrival and dismissal of pupils
- Supervises and checks out site equipment (computers, projectors, etc.)
- Facilitates monthly student portfolio checks and functions as liaison between administration and staff regarding deadlines

Preferred Qualifications

- Hold at least a bachelor's degree from an accredited institution of higher education would prefer an advanced degree and a minimum 2 years management or administrative experience.
- Hold a valid commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold.
- Have teaching experience in an independent study program.
- Must be technologically literate and have good communication skills.
- Must be able to build consensus and to inspire Educational Partners to teach, students to learn, and parents to engage in their child's learning while following the mission of the Charter School.

Teacher Qualifications

TLC-CV shall retain and employ teaching staff that hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing (CTC) as required by Education Code Section 47605(l). The TLC-CV teaching staff are considered "Educational Partners."

These Educational Partners shall assign the teaching of the core academic courses in mathematics, language arts, science, and history/social studies. Educational Partners are responsible for overseeing the students' academic progress, and for monitoring grading and matriculation decisions, as specified in TLC's operational policies. All teaching staff must be skilled at teaching a standards-based curriculum and incorporating innovative approaches to instruction. Educational Partners should demonstrate good communication skills and be technology literate. Special attention will be paid to applicants who have experience in individualized instruction.

At least one teacher will have experience and/or a certification in Special Education.

Teachers assigned to a TK classroom must have been issued at least one credential by the CTC, and shall, by August 1, 2020, have one of the following:

- 1) At least 24 units in early childhood education, or childhood development, or both.
- 2) As determined by TLC, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- 3) A child development permit issued by the CTC.

All credential documents shall be maintained on file at all times at the TLC office, and made available upon request for inspection by the District. TLC-CV will comply with all State and federal laws concerning the maintenance and disclosure of employee records. TLC-CV shall comply with all applicable teacher-credentialing requirements under the Elementary and Secondary Education Act and state law. Teachers shall oversee the selection of curricula, lesson design and instruction in all Core subjects. Teachers shall be placed into Professional Learning Communities (PLCs) where teachers are grouped by grade level or subject. They will discuss the progress of students, the use of curriculum, and implementing common core standards within the personalized lesson plans.

TLC-CV may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a certificated teacher, except in non-core or non-college preparatory courses and activities. All non-certificated staff will possess experience and expertise appropriate for their position within the TLC and TLC's adopted personnel policies.

Staff Recruitment

TLC-CV shall recruit staff through a variety of channels, including networking with District human resources personnel, area charter schools, and charter school organizations; outreach via enrolled families; and special outreach to Educational Partners and administrators who are seeking a more flexible or alternative environment due to changing family responsibilities.

Classified Employee Qualifications

- **IT Manager** – Prefer a Bachelor's Degree in Informational Technology. At least two years experience in IT, School computer systems. Must be able to direct, plan, organize and control all functions of the Information Technology/Information Systems department. Oversee all internal help desk, support and configuration for data systems, network and voice system functionality, staff equipment, and labs; escalating extended issues related to equipment either to appropriate warranty repair or service provider support. Collaborate with ERATE consultants in order to secure and maintain school technology plan, RFP and competitive bidding for voice and network service. Setup and maintenance of Directory Services or alternative for managing staff, student and guest user accounts for internal and external systems and equipment. Create, disable, and edit user accounts

in accordance with employment or student status within the organization. CALPADS - Oversee all steps related to providing accurate and timely data to the state system including: data integrity and reporting, user account management, coordinating timelines and personnel resources for certification reporting periods, handling errors, reporting bugs as related to data exports from SPSIS or user created errors. Networks Provision and implement equipment and services necessary for organization's Local Area Networks to function securely and effectively for purposes of accessing external services, local file sharing, e-mail, web browsing, printing and general internet access, configuration and maintenance of IP Address assignment schema, MAC filtering, Wireless Access security and configuration, web-content filtering appliance or service, Oversee the acquisition and deployment of general maintenance, update and upgrade schedules to server, staff and student lab workstations in order optimize user productivity and minimal downtime.

- **Business Office Manager** – Must have knowledge in business or Finance, Preferably a Bachelor's Degree in Business or Finance. Minimum two years experience as Office Manager, operations manager or Administrative assistant. Excellent Oral and written communication skills. Perform a variety of responsible, office-clerical duties to resolve purchase order discrepancies; contact staff and vendors to follow-up on overdue, lost, and damaged items; and provide customer service information in the Procurement and Distribution Department. Inspect and verify invoices and purchase orders; maintain and process an assigned segment of financial records and provide specialized information to vendors and staff. Expedite deliveries of purchase orders and resolve problems of overdue or incorrect delivery of shipments with vendors; assist Buyers with routine purchasing functions and direct the work of clerical assistants as assigned. Independently maintains one or more specialized fiscal recordkeeping systems and provides specialized and complex information or financial services for the school in a public contact assignment. Independently perform duties related to the purchase of schools supplies, materials, equipment, and services in assigned buying areas.
- **Administrative Assistant** – Preferably a minimum of 2 years as a secretary, human resources, or clerical. Must have knowledge of Modern office organization, procedures, practices, equipment and layout. Board of Education rules, regulations, policies, procedures, organization and function. School organization, policy and standard procedures. Use of standard office equipment including microcomputers and related software applications. Correct English usage, grammar, spelling, punctuation, and vocabulary. Must have the ability to compose routine and specialized correspondence and reports using proper grammar, spelling, punctuation and vocabulary with superior proficiency. Operate standard office equipment including microcomputers, database, and word processing and spreadsheet software applications. Establish and maintain effective working relationships with others. Exercise diplomacy, tact and independent judgment. Exercise initiative and make sound decisions. Analyze situations accurately and adopt an effective course of action. Meet schedules and timelines; plan and organize work. Maintain records and prepare reports for Board of Directors and school Directors, research topics and resources for information. Work independently with little direction; follow specific directions when given. Read, interpret, apply and explain rules, regulations, policies and procedures

ELEMENT F: HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, TLC-CV shall maintain full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies shall be incorporated into TLC-CV's student and staff handbooks and be reviewed on an ongoing basis by the Executive Director and TLC Board of Directors. TLC-CV shall ensure that staff are trained annually on the health and safety policies. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and TLC-CV.

The following is a summary of the health and safety policies of TLC-CV:

Procedures for Background Checks

Employees and contractors of TLC-CV shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. TLC-CV shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director of TLC shall monitor compliance with this policy. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance and have current TB screening prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All TLC employees shall be mandated child abuse reporters and shall follow all applicable reporting laws. TLC-CV shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Faculty and volunteers who have frequent or prolonged contact with students shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students and staff shall be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

TLC-CV shall adhere to Education Code Section 49423 regarding administration of medication in school. TLC-CV shall adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students shall be screened for vision, hearing and scoliosis. TLC-CV shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by TLC-CV.

Diabetes

TLC-CV shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention of methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

TLC-CV shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Emergency Preparedness

TLC-CV shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood borne Pathogens

TLC-CV shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

TLC-CV shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

TLC-CV shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. TLC-CV agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. TLC-CV shall conduct fire drills as required under Education Code Section 3200I.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

TLC-CV is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. TLC-CV shall maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at TLC-CV (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with TLC-CV’s anti-discrimination and harassment policies.

ELEMENT G: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

TLC-CV shall attempt to reflect the racial and ethnic balance of the general population residing within the District. Through extensive community outreach and full disclosure about the Charter School's program, TLC-CV seeks to attract those students and families who are most committed to student success in a Personalized Learning school setting. Lottery selection, as required by state law, allows for fair and equitable selection of students in the event that more students apply than can be accommodated. Sibling preference helps committed families handle the logistics of successful participation in the Personalized Learning School.

In addition, TLC-CV has developed administrative procedures to ensure that the Charter School's outreach, recruitment, and enrollment procedures do not discriminate against students based on physical, mental, emotional, or learning disability or handicap. As part of that process, TLC-CV shall provide parents with a very clear and accurate picture of the TLC-CV learning experience, so parents can make the most appropriate choices for their children.

TLC-CV shall utilize a broad-reaching student recruiting effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, certain subgroups may be targeted for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations shall aid TLC-CV in this process.

In addition, information sessions may provide a bilingual presenter or translator when deemed necessary to be sure the attending families are accurately informed. Bilingual personnel may also be made available when families call in to TLC-CV Resource Centers for information, if there is sufficient need.

TLC-CV shall actively recruit families that represent the full cultural, demographic, and socioeconomic range of communities in the District and the broader San Diego community. Outreach activities shall target the District's geographical area first in order to ensure that students residing within the District have the first opportunity to learn about and access this new public school alternative. To do so, TLC-CV shall use a variety of means to inform families about its services and provide them an opportunity to enroll, including:

- **Orientation sessions:** TLC-CV shall conduct multiple Information Orientations for families throughout the school year. These sessions shall be held at TLC's Resource Centers to assure that families from a variety of communities are able to attend. TLC-CV shall use these orientations to provide a complete array of information about its program, including its curriculum, teaching methods, and technology resources.

- **Website:** TLC-CV has a website and will maintain this website (www.learningchoice.org) that contains information about The Learning Choice Academy, its Personalized Performance Learning approach, and its curriculum. The website shall be regularly updated with current information on events and other activities.
- **Telephone/e-mail information service:** TLC has a 1-800 number for families to receive more information, and an email information service (info@learningchoice.org) to answer parents' questions about TLC-CV.
- **Community and youth services partnerships:** As part of its outreach process, TLC-CV shall provide information about TLC-CV to community, family, and youth-serving organizations such as Boys and Girls Clubs; reach out to residential facilities; and seek partnerships with parent groups, health-related organizations; and organizations for young actors, dancers, and athletes.
- **School District referrals and outreach:** TLC-CV shall take every opportunity to brief school district administrators and guidance personnel on TLC-CV as an alternative for students who might benefit from Personalized Learning in a multi-environment setting.
- **Media outreach:** TLC-CV shall make limited use of paid media, primarily advertisements in local newspapers, print ads in parent-oriented magazines, mailers/postcards and radio service announcements, but shall also take full advantage of the local media's interest in promoting community events relevant to San Diego County residents and neighboring counties, in order to inform parents about TLC-CV informational orientations and to raise awareness of the Charter School.

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with subdivision (d). Education Code Section 47605(b)(5)(H).

TLC-CV will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220. TLC-CV shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's regular educational activities and shall comply with the "free schools" guarantee as set forth in state law.

TLC-CV shall admit all pupils who wish to attend the Charter School and who live within San Diego County or adjacent counties, as required by Education Code Section 51747.3. No test or assessment shall be administered to students prior to acceptance and enrollment into TLC-CV. TLC-CV will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, will not be determined by the place of residence of a pupil. Admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at TLC-CV. Within the scope of the approved charter, the Board shall have the sole authority to determine the size and grade-level breakdown of the student body at TLC-CV. The determination of school capacity shall be based on TLC-CV's academic program, fiscal viability, the educational needs of currently enrolled students, the capacity of TLC-CV and the level of interest shown by students who want to attend TLC-CV.

Admission of a pupil to TLC-CV shall be consistent with state laws and regulations governing independent study programs.

The TLC-CV admission process will be comprised of the following:

- Completion of a student application on-line, comprised of basic contact information and grade level.

After admission TLC-CV shall have the following requirements that must be met by each student and their family before beginning school at TLC-CV.

- Attend an orientation to receive an enrollment packet
- Completion of Emergency Medical Information Form
- Proof of Immunization
- Home Language Survey
- Proof of minimum age requirements
- Release of records

- Signed Parent/Teacher/Student Master Agreement
- Voluntarily choose to enroll in the school.

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, TLC-CV will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- a. All currently enrolled students in the homeschool (choice) program
- b. Siblings of students admitted to or attending TLC-CV
- c. Children of current employees or Board members of TLC (not to exceed 10% of the total school population)
- d. Residents of the District
- e. All other applicants

TLC-CV and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on TLC-CV's website. The TLC-CV lottery process will be public, transparent, and fair. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The lottery drawing will be held in a public space large enough to accommodate all interested and will be conducted by an uninterested party. Parents do not have to be present to participate. TLC-CV will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

TLC-CV will conduct the lottery in late spring for enrollment in fall of that year.

Students selected through the lottery have a specified time to sign a commitment letter to indicate the pupil will attend TLC-CV. If the signed commitment letter is not returned within the allotted period of time, TLC-CV will proceed to offer space to the next student on the waiting list created through the lottery process. After the school year has begun, applications for enrollment will continue to be accepted and date/time stamped on a rolling basis, with students accepted for enrollment on a space-available basis. The lottery waitlist will not carry over from year to year.

In order to attain a balance of a racially, economically, and geographically diverse population, we will develop an outreach program designed to reach out to all families and enable the school to have a balanced and diverse applicant pool and match the demographics of the District.

In accordance with Education Code Section 47605(d)(2)(C), TLC-CV and the District will make every reasonable attempt to accommodate all students who wish to attend TLC-CV.

ELEMENT I: INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of TLC-CV will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). TLC-CV will have funds available in the budget to cover the cost of audits. The books and records of TLC-CV will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

TLC will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the San Diego County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the TLC Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of TLC-CV is a public record to be provided to the public upon request.

ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at The Learning Choice Academy ("TLC"). In creating this policy, TLC has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* TLC is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular instruction. This policy shall serve as TLC's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. TLC's staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures

will be printed and distributed as part of the Parent-Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

TLC administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom TLC has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. TLC will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom TLC has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or

body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by TLC.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic,

educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an

intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by TLC.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or

attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

a) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

b) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions of fewer than 10 days for a single event shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or TLC employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or TLC personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with TLC officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition,

the notice may also state the date and time when the student may return to school. If TLC officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when TLC has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the Charter School shall: provide timely, written notice of the charges against the student and an explanation of the student's basic rights; and provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate, in accordance with Education Code Section 47605(b)(5)(J)(ii).

D. Authority to Expel

A student may be expelled either by the TLC Board of Directors following a hearing before it or by TLC Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the TLC Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified above for suspensions longer than 10 days, before the effective date of the action. If the student's parent, guardian, or

educational rights holder initiates the procedures specified above for suspensions longer than 10 days, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions pursuant to the suspension procedures described above.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of TLC’s disciplinary rules, which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at TLC to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

TLC may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by TLC or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a

- parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. TLC must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
 4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
 7. If one or both of the support persons is also a witness, TLC must present evidence that the witness' presence is both desired by the witness and will be helpful to TLC. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
 10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with TLC.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

TLC shall maintain records of all student suspensions and expulsions at TLC. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from TLC as the TLC Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. TLC shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from TLC shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to TLC for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon TLC's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

TLC shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that TLC or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, TLC, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If TLC, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If TLC, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that TLC had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and TLC agree to a change of placement as part of the modification of the behavioral intervention plan.

If TLC, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then TLC may apply the relevant

disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or TLC believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or TLC, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k) or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and TLC agree otherwise.

5. Special Circumstances

TLC personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated TLC's disciplinary procedures may assert the procedural safeguards

granted under this administrative regulation only if TLC had knowledge that the student was disabled before the behavior occurred.

TLC shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to TLC's supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other TLC personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If TLC knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If TLC had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. TLC shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by TLC pending the results of the evaluation.

TLC shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Certificated employees at TLC-CV shall participate in the California State Teachers' Retirement System ("CalSTRS"). Non-certificated employees shall participate in the California Public Employees' Retirement System ("CalPERS") and federal social security. All employees may also have access to other school-sponsored retirement plans according to policies developed by the TLC Board of Directors and adopted as the Charter School's employee policies. The Charter School Executive Director or designee is responsible for ensuring that appropriate arrangements for coverage are made.

TLC-CV shall make appropriate arrangements with the District to ensure proper reporting, and if necessary pay the District or County Office a reasonable fee for the provision of such services. The District shall cooperate as necessary to forward any required payroll deductions and related data to the appropriate agencies.

TLC also retains the right to create its own retirement system, within the parameters allowed by law, to provide retirement benefits to its employees. If TLC creates its own retirement system, all teachers and staff who were previously in the STRS/PERS system will be eligible to remain in that system.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student shall be required to attend TLC-CV. Students who reside within the District who choose not to attend TLC-CV may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies.

During the admissions process, written materials are distributed that include a section to inform the parent or guardian of each student enrolled in TLC-CV that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in TLC-CV, except to the extent that such a right is extended by the local education agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at TLC-CV. Employees of the District who choose to leave the employment of the District to work at TLC-CV will have no automatic rights of return to the District after employment by TLC-CV unless specifically granted by the District through a leave of absence or other agreement. TLC-CV employees shall have any right upon leaving the District to work in TLC-CV that the District may specify, any rights of return to employment in a school district after employment in TLC-CV that the District may specify, and any other rights upon leaving employment to work in TLC-CV that the District determines to be reasonable and not in conflict with any law.

All employees of TLC-CV will be considered the exclusive employees of TLC and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will be transferred to TLC-CV in accordance with the Employee Handbook (see Appendix C). Employment by TLC-CV provides no rights of employment at any other entity, including any rights in the case of closure of TLC-CV.

ELEMENT N: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

A. Dispute Resolution Between TLC-CV And District

TLC-CV recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. TLC-CV is willing to consider changes to the process outlined below as suggested by the District.

TLC-CV and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between TLC-CV and the District regarding the terms of this Charter, or any other issue regarding the TLC-CV and District relationship, both parties agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Executive Director or Assistant Director of TLC-CV. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, TLC-CV requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director or Assistant Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director or Assistant Director of TLC-CV and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, upon mutual agreement, the TLC-CV Representative and the District Representative shall meet again within 15 days, or longer if both parties agree, to identify a neutral, third party mediator to assist in dispute resolution. The mediation shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. Unless jointly agreed, the process involving assistance of a third party mediator shall conclude within 45 days.

All mediation costs and all other costs associated with dispute resolution shall be shared equally by TLC-CV and the District. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be

revised upon mutual written agreement of the District and TLC-CV and both parties will not make public comment during this process.

B. Internal Dispute Resolution

In addition to the processes above, the TLC Board of Directors shall implement policies and procedures for resolving internal disputes and grievances. These procedures will be included in the School and Employee Handbooks for TLC-CV. See Appendix C for the Employee Handbook. TLC-CV shall also maintain a Uniform Complaint Policy and Procedures as required by state law.

The District agrees to refer all complaints regarding TLC-CV's operations to the TLC-CV staff and/or TLC Board of Directors for resolution in accordance with TLC's adopted policies.

ELEMENT O: CHARTER SCHOOL CLOSURE

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O)

The following procedures shall apply in the event TLC-CV closes. The following procedures apply regardless of the reason for closure.

Closure of TLC-CV will be documented by official action of the TLC Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The TLC Board will promptly notify parents and students of TLC-CV, the District, the SELPA, the San Diego County Office of Education, the retirement systems in which TLC-CV's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security) and the CDE of the closure and of the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure notification to the parents and students of TLC-CV of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close TLC-CV.

The Board will also develop a list of pupils in each grade level and the subjects they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, TLC-CV will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. TLC-CV will ask the District to store original records of TLC-CV students. All student records of TLC-CV shall be transferred to the District upon School closure. If the District will not or cannot store the records, TLC-CV shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, TLC-CV will prepare final financial records. TLC-CV will also have an independent audit completed within six months after closure. TLC-CV will pay for the

final audit. The audit will be prepared by a qualified Certified Public Accountant selected by TLC-CV and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to TLC-CV.

TLC-CV will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of TLC-CV, all assets of TLC-CV, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending TLC-CV, remain the sole property of TLC and, upon the dissolution of the TLC non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon school closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, TLC shall remain solely responsible for all liabilities and debts arising from the operation of TLC-CV.

As TLC-CV is operated by TLC, a nonprofit public benefit corporation, should the corporation dissolve with the closure of TLC-CV, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

TLC-CV will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

A. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).

TLC-CV Facility

As TLC-CV is a non-classroom based/independent study charter school, it is understood that the Charter School must serve students throughout San Diego County and adjacent counties pursuant to Education Code Sections 51747.3, and 47605, subdivisions (d)(1) and (d)(2)(A). Additionally, TLC-CV must provide appropriate services and resources to enable TLC-CV's students to complete their independent study successfully. As such, TLC-CV utilizes resource centers to facilitate its independent study program and offer supporting services to students including, but not limited to, testing, tutoring, wet labs, special education services, and teacher-student meetings.

TLC-CV shall located and operate a Resource Center at the following address within the boundaries of the Chula Vista Elementary School District: 881 Kuhn Drive, Chula Vista, California 91914.

The Resource Center is an attractive and safe area, providing good access for administrators and Educational Partners and the students or parents who visit the Charter School. The Resource Center has a certificate of occupancy, is air-conditioned, heated and illuminated with fluorescent lights, provides handicapped accessible bathrooms and parking, and is fully equipped with sprinklers and other fire safety equipment.

The Resource Center provides the necessary infrastructure to support the required staff. Should there be a need for further renovations, they will be made in compliance with applicable building and safety codes and will be completed prior to the beginning of the school year.

The TLC-CV budget includes funds for the leases of such facilities, estimated at current market prices. TLC-CV has also included a budget provision for contracting for cleaning service for its Resource Center. Facility maintenance is the responsibility of the commercial space provider.

Impact on District Facilities

TLC-CV expects that it will have no negative impact on the District with respect to facilities. Because the TLC-CV program is classified by the California Department of Education as a non-classroom based model, the District is not expected to provide facilities for TLC-CV. As a school with a non-classroom based classification, TLC-CV is not eligible for facilities under Proposition 39.

B. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

Administrative services shall be provided under a professional services agreements approved by the TLC Board of Directors. In addition to providing a turn-key educational program, TLC shall manage the business aspects on behalf of TLC-CV on a percentage basis of all services and support rendered to the school. This support includes back office, academic, special education, business and executive management, technology, and administrative services from TLC at its Administrative Office located at 4215 Spring St. #229 La Mesa CA 91941. Such services shall be carried out by TLC staff with oversight and monitoring by the TLC Board of Directors Treasurer. Any additional contracts will be vetted for conflicts of interest, quality and expertise pursuant to policies adopted by the TLC Board of Directors.

TLC staff shall cooperate fully with District staff in the preparation and reporting of all required data and financial information. The District and TLC-CV may enter negotiations during the MOU process to provide services to the charter school. Such services will be mutually agreed upon. Neither party is obligated to provide or accept such services, but may do so by mutual agreement.

The District shall provide supervisory oversight as required by law, in exchange for an oversight fee of 1%, or 3% of the Charter School's revenue if the District provides substantially rent-free facilities pursuant to Education Code Section 47613.

TLC-CV will annually enter into a memorandum of Understanding (MOU) with the District, which outlines the scope of its financial responsibility to the District and describes the service options from the District which the Charter School may or may not choose. The definition of which staff functions constitute District oversight will be included in the MOU.

C. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

As TLC-CV shall be operated by a non-profit public benefit corporation, TLC-CV shall be legally independent from the District. Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Further, TLC-CV intends to enter into a memorandum of understanding with the District, wherein TLC-CV shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of TLC shall provide for indemnification of the TLC Board, officers, agents, and employees, and TLC will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

In addition, TLC-CV shall maintain adequate insurance coverage to further limit liability of the District. Internal dispute processes shall be established to decrease the incidence of legal disputes. TLC-CV has retained services of an attorney familiar with charter school legal issues to further prevent legal problems from arising.

Insurance

TLC-CV anticipates obtaining the following levels of insurance for the 2018-2019 school year, which may be altered upon direction of the District in its authorization of this charter:

- *Comprehensive General Liability:* \$5,000,000 per occurrence, \$5,000,000 aggregate.
- *Automobile:* \$1,000,000
- *Excess Umbrella Liability:* \$15,000,000
- *Worker's Compensation:* Comply with current statutory limits in accordance with California Labor Code

The TLC Board of Directors has obtained a Director and Officer's liability policy that provides \$1,000,000 in coverage. The policy binder is available upon request.

Health insurance shall be provided to all TLC staff as determined by the TLC Board of Directors.

TLC-CV and its vendors shall maintain and keep in force such insurance as Compensation, Liability and Property Damage, as will protect it from claims under the Worker's Compensation Acts, and also such insurance as will protect it and TLC from any other claims for damages for personal injury, including death, and claims for damages to any property of TLC, or of the public, which may arise from operations under this charter, whether such operations be by TLC or by any subcontractor or anyone directly or indirectly employed by any of them.

Insurances will also include health, general liability (including school operation, extra-curricular activities and parent volunteer activities), and property coverage.

TLC's liability insurance policies shall name the District as additional insured. As documentation, TLC shall provide copies of all appropriate certificates of insurance to the District prior to the school's opening with the District so named.

D. Budgets

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix D, please find the following documents:

1. A projected first year budget including startup costs
2. Budget assumptions
3. Financial projections and cash flow for the first three years of operation

Budget Development

The Charter School Executive Director will prepare and submit a proposed budget for each upcoming fiscal year to the TLC Board of Directors prior to their March meeting. The Board will review and modify the budget as needed. Following Board approval, this preliminary budget will be submitted to District staff, in keeping with timelines outlined in the MOU and any legally required timelines. A revised school budget will be developed, adopted, and submitted to the District, following adoption of the State's annual budget.

Fiscal Year

The fiscal year for TLC-CV will be July 1 through June 30.

Funding Determination

As is required of all non-classroom based programs, TLC-CV shall submit a funding determination application to the CDE each February. Preliminary budgets shall be prepared to meet or exceed all of the tests required for full funding. In the event that full funding is not granted, TLC-CV will work with the Advisory Commission on Charter Schools and the CDE staff to modify the budget so that the Charter School can receive full funding.

Alternatively, the Charter School may modify its revenue and/or expenditure assumptions to ensure a balanced budget. The TLC-CV educational program, as outlined in the charter, is of the highest quality. TLC-CV is committed to providing this full program to its students and also to ensuring that funds are spent to carry out the mission of the Charter School.

E. Financial Reporting

Financial Reports

TLC-CV shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33 as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.

2. By July 1, an annual update (LCAP)_required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

TLC-CV shall provide reporting to the District as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605 (m), the School Accountability Report Card (SARC), and the LCAP.

TLC-CV agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3 TLC-CV shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

TLC-CV shall maintain a number of internal financial controls and bookkeeping practices and policies. Internal controls shall be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. TLC-CV shall maintain an accounting system separate from the District and other charter schools. It shall establish and maintain its own funds to account for level of fiscal accountability. TLC-CV shall adopt an annual budget prior to July 1 of each year. TLC-CV shall prepare appropriate interim financial statements and reports of financial position, operating results, and other pertinent information to facilitate management control of financial operations, legislative oversight, and for external reporting purposes.

Fiscal Policies

The TLC Board of Directors has created and adopted fiscal policies, including adequate internal control policies, and requires that TLC comply with such policies and controls. In order to ensure responsible fiscal management, TLC has consulted with its independent auditor and with the District fiscal staff in developing these policies. Attached as Appendix E, please find the fiscal policies.

F. Responding to Inquiries

Pursuant to Education Code section 47607, the District shall have the right to inspect or observe any part of the Charter School at any time.

TLC-CV agrees to promptly respond to all inquiries, including requests for financial records, from the District, the County Office of Education, or the California Department of Education.

TLC-CV shall permit the District to inspect and receive copies of all records relating to the operation of TLC-CV, including financial, personnel and pupil records, unless law prohibits disclosure to the District of any such records. TLC-CV shall promptly comply with District requests for inspection or copies of TLC-CV records. The records of TLC-CV, including the non-profit corporation, are public records under the Public Records Act (Government Code section 6250 et seq.).

G. Transportation

TLC-CV will not provide transportation to and from school, except as required by law.

While TLC-CV may help facilitate local extracurricular and recreational activities among TLC-CV students and their families, the families will be responsible for providing their own transportation for these activities.

If TLC-CV provides transportation for any special event, school administrators will assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required under California state law.

Any parent transporting students other than their own children in their car to school organized events will sign appropriate waivers/release forms and will provide proof of liability insurance to TLC-CV.

Appendix A:

2018-2019

School Calendar



The Learning Choice Academy | 2018-2019 School Calendar

4 Independence Day
9 Summer school starts
27 End of first 3 weeks of Summer school
30 Second 3 weeks Summer school begins

JULY 2018						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2019						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1-4 No School: Winter Break
21 No School: M.L. King Day
18 End of first semester
22 Start of second semester

17 Last day of summer school
20 Teachers report back
27 First day of school

AUGUST 2018						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2019						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

15 No School: Washington's B-day
18 No School: Presidents' Day

3 No School: Labor Day

SEPTEMBER 2018						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MARCH 2019						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

OCTOBER 2018						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2019						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

15-26 No School: Spring Break

10 No School: Veterans Day Observance
20-24 No School: Thanksgiving Holiday

NOVEMBER 2018						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2019						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27 No School: Memorial Day

24-31 No School: Winter Break

DECEMBER 2018						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2019						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

10 Last day of school
(13th - 1P6 ends)

175 instructional days

Appendix B:

Articles of Incorporation,
Corporate Bylaws,
and Conflict of Interest Code

State of California
Secretary of State



I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) was prepared by and in this office from the record on file, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JUN 23 2006

A handwritten signature in cursive script, reading "Bruce McPherson".

BRUCE McPHERSON
Secretary of State

2655171

FILED

in the office of the Secretary of State
of the State of California

JUN 10 2004

Kevin Shelley

KEVIN SHELLEY, Secretary of State

ARTICLES OF INCORPORATION
OF
THE LEARNING CHOICE ACADEMY
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be The Learning Choice Academy.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote The Learning Choice Academy.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Kathy Bass
1662 Point Conception Court
Chula Vista, CA 91911

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 6/9/04

Victoria J
Incorporator



BYLAWS
OF
The Learning Choice Academy
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1.NAME. The name of this corporation is The Learning Choice Academy.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 9950 Scripps Lake Drive, Ste. 105, San Diego, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote The Learning Choice Academy ("Charter School"), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than seven (7), unless changed by amendments to these bylaws. The Board composition shall include the following: one (1) community representative, one (1) community representative with a background in education, two (2) parent representatives and one (1) staff representative. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. The school community, consisting of the staff and parents/legal guardians of The Learning Choice Academy, shall nominate individuals for Board candidacy by a majority vote. Each member of the school community is entitled to a single vote. Voting shall take place in May or June each year. All board members, except for the representative of the charter authorizer, shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least three (3) directors unless changed by amendment to these bylaws.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49% (forty-nine percent) of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified. The terms of the Board have been staggered resulting in two Board term rotations with no more than three (3) Board seats expiring at any one time.

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of a director to meet any Board member qualifications that were in effect when the Director was elected.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 11.

Section 11. VACANCIES. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 12. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 13. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for

the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 14. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 15. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 16. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

1. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
2. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
3. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 17. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 18. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;⁵
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.⁶

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 20. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 21. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more

⁵ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

⁶ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

The Parent Advisory Council (PAC) shall be established as an advisory committee and shall be composed of parents, employees, or other interested community members deemed necessary to deliberate on issues, fundraisers, and other School interests and activities. The PAC's decisions and recommendations are advisory only and not to be construed as having the authority of the Board.

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as

long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 23. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 24. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer, who shall be known as the Treasurer. The corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall serve a term of two (2) years, shall be chosen by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the requirements in The Learning Choice Academy Conflict of Interest Policy have been fulfilled.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in The Learning Choice Academy Conflict of Interest Policy have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or

was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a

director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:

- (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

- (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the The Learning Choice Academy or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII

FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of The Learning Choice Academy, California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this corporation as adopted by the Board of Directors on 01/08/2014; and that these bylaws have not been amended or modified since that date.

Executed on 01/08/2014 at San Diego, California.

A handwritten signature in cursive script, reading "Lydia Hammett", written over a horizontal line.

Lydia Hammett, Secretary

THE LEARNING CHOICE ACADEMY

CONFLICT OF INTEREST CODE

2016 MAY 23 AM 10:19

CLERK OF THE BOARD

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., The Learning Choice Academy hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of The Learning Choice Academy ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

Approved and/or authorized by the
Board of Supervisors of the County of San Diego.
Meeting Date: 5/22/16 Minute Order No. 10
By: D Lopez Date: 5/24/16
Deputy Clerk of the Board Supervisors

THE LEARNING CHOICE ACADEMY
CONFLICT OF INTEREST CODE

PAGE 1 OF 2

Approved and/or authorized by the
Board of Supervisors of the County of San Diego.
Meeting Date: 12/12/2016 Minute Order No. 15
By: [Signature] Date: 12/16/2016
Deputy Clerk of the Board Supervisors

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
President	1, 2
Chairman of the Board	1, 2
Treasurer	1, 2
Secretary	1, 2
Executive Director of Charter School	1, 2
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

Appendix C:

Employee Handbook



THE LEARNING CHOICE
— A C A D E M Y —

Employee Handbook 2017-2018

4215 Spring Street, Suite A-104
La Mesa, CA 91941
Phone: (619) 463-8811 Fax: (619) 463-8339

www.thelearningchoice.org

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE DIRECTOR.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to the School.

TABLE OF CONTENTS

	Page
INTRODUCTION TO HANDBOOK	1
CONDITIONS OF EMPLOYMENT	2
Equal Employment Opportunity Is Our Policy	2
Employment At-Will	2
Child Abuse and Neglect Reporting	3
Staff/Student Interaction Policy	3
Policy Prohibiting Unlawful Harassment	6
Whistleblower Policy	8
Drug-Free Workplace	9
Confidential Information	9
Conflict of Interest	9
Smoking	9
THE WORKPLACE	10
Work Schedule	10
Meal Periods	10
Attendance and Tardiness	10
Time Cards/Records	11
Use of E-Mail, Voicemail and Internet Access	11
Personal Business	12
Social Media	12
News Media Contacts	12
Personal Appearance/Standards of Dress for Faculty Members	12
Health and Safety Policy	13
Criminal Background Checks	13
Tuberculosis Testing	14
Security Protocols	14
Occupational Safety	14
Accident/Incident Reporting	15
Reporting Fires and Emergencies	15
Community Relations	15
Expense Accounts	16
Business Conduct and Ethics	16
EMPLOYEE WAGES AND HEALTH BENEFITS	17
Payroll Withholdings	17
Disability Insurance	17
Overtime Pay	18
Paydays	18
Starting Salary	18
Advances	19
Change of Pay Scale	19
Wage Attachments and Garnishments	19
Medical Benefits	19
COBRA Benefits	20
PERSONNEL EVALUATION AND RECORD KEEPING	22
Employee Reviews and Evaluations	22
Personnel Files and Record Keeping Protocols	22

HOLIDAYS, VACATIONS AND LEAVES	23
Holidays	23
<i>Vacation</i>	23
Unpaid Leave of Absence	24
Sick Leave	25
Required Use of Vacation Before Unpaid Sick Leave	25
Transfer of Sick Leave.....	25
Family Care and Medical Leave	25
Pregnancy Disability Leave.....	30
Industrial Injury Leave (Workers' Compensation)	34
Military and Military Spousal Leave of Absence.....	35
Bereavement Leave	35
Jury Duty or Witness Leave.....	35
Voting Time Off	36
School Appearance and Activities Leave.....	36
Bone Marrow and Organ Donor Leave	36
Returning From Leave of Absence.....	37
DISCIPLINE AND TERMINATION OF EMPLOYMENT	38
Rules of Conduct	38
Off-Duty Conduct	39
Termination of Employment.....	40
INTERNAL COMPLAINT REVIEW	41
Internal Complaints.....	41
Policy for Complaints Against Employees.....	41
General Requirements.....	42
AMENDMENT TO EMPLOYEE HANDBOOK	43
APPENDIX A - HARASSMENT COMPLAINT FORM	

APPENDIX B - INTERNAL COMPLAINT FORM

INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with The Learning Choice Academy (hereinafter referred to as “TLC” or the “School”). It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. TLC also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Director.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Director. This will provide the School with a record that each employee has received this Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

TLC is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, or any other consideration made unlawful by federal, state, or local laws. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. TLC then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. TLC will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment

practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By acknowledging receipt of this Handbook, the Employee acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

Staff/Student Interaction Policy

TLC recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the most safe and learning conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behaviors appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behaviors that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.

- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing your Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment

TLC is committed to providing a work and educational atmosphere that is free of unlawful harassment. TLC's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. TLC will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. TLC will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

TLC is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Director. See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

TLC will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Whistleblower Policy

TLC requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the

School. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action.

Drug-Free Workplace

TLC is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

The bringing to the work place, possession or use of intoxicating beverages or drugs on any School premises is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest.

An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Director, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Smoking

TLC facility is a no smoking facility.

THE WORKPLACE

Work Schedule

Business hours are normally 7:00-8:30 a.m. – 3:00-4:30 p.m., Monday through Friday. The regular workday schedule for non-exempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

You will provide a calendar of your individual work schedule to your Site Lead and the Administrative Assistant upon initial employment and each year at your yearly checkout meeting.

All changes to your work schedule must be done in writing and are subject to the approval of your Site Lead. Work schedule changes will not be approved if the change interferes with normal operations, conflicts with the performance of your assigned duties, or results in excessive overtime.

The workweek begins at 12:01 a.m. Sunday and ends at midnight on Saturday.

Meal Periods

Non-exempt employees are provided with at least a thirty (30) minute meal period, to be taken approximately in the middle of the workday. The Site Lead should be aware of and approve scheduled meal and rest periods.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Do not leave the premises during rest periods and do not take more than ten (10) minutes for each rest period. Employees may leave the premises during the meal period provided you sign out upon leaving and sign in upon returning. A log will be kept at the front desk of each school site for this purpose.

Attendance and Tardiness

All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it necessary to be absent or late, employees are expected to telephone the Main Administration office and site lead as soon as possible but no later than one-half hour before the start of the workday. If an employee is absent from work longer than one day, he or she is expected to keep the Main Administration office and site lead sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. TLC defines excessive absenteeism or tardiness more than five days absent or tardy in a one-month period. Employees who have excessive tardiness or absenteeism will be subject to discipline.

Absence for more than three (3) consecutive days without notifying the Director or Main Administrations office and site Lead will be considered a voluntary resignation from employment.

Time Cards/Records

By law, the School is obligated to keep accurate records of the time worked by non-exempt/hourly employees. Such employees shall keep be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts, as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Director to make the correction and such correction must be initialed by both the employee and the Director.

No one may record hours worked on another's worksheet. Any employee, who tampers with his/her own time card, or another employee's time card, may be subjected to disciplinary action, up to and including release from at-will employment with the School.

Use of E-Mail, Voicemail and Internet Access

TLC will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file of E-mail or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal E-mail files or voicemail unless there is a business need to do so. TLC retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

Personal Business

TLC's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Social Media

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, MySpace, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose Internet postings violate this or other School policies.

News Media Contacts

Employees may be approached for interviews or comments by the news media. Only contact people designated in writing by the Director may comment to news reporters on TLC policy or events relevant to TLC.

Personal Appearance/Standards of Dress for Faculty Members

The Board of Directors believes that teachers serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection (Cal. Ed. Code § 35183.5). All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Director.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Clean Dress jeans are allowed. Shorts should be modest in length and should be no higher than three inches above the knee.
- 4) Skirts and dresses should be no higher than three inches above the knee.
- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage. No Spaghetti strap tanks or halter tops are allowed unless covered up by jacket or sweater.
- 6) For safety purposes, earrings must not dangle more than one inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs (as defined in Cal. Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times.

Health and Safety Policy

TLC is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Director any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a background criminal investigation. No condition or activity will be permitted that may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her

employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Director.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of an examination for tuberculosis (TB) within the last sixty (60) days showing that they are free of active TB. The examination for tuberculosis consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. TB examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers will be required to have annual TB exams. Documentation of employee and volunteer compliance with TB exams will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Security Protocols

TLC has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Site Lead. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Director when keys are missing or if security access codes or passes have been breached.

Occupational Safety

TLC is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. TLC's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

Community Relations

Employees are expected to be polite, courteous, prompt, and attentive to every student and family. When an employee encounters an uncomfortable situation that he or she does not feel capable of handling, the Site Lead should be called immediately. If the Site Lead determines more direction is needed, he or she should communicate with the Assistant Director and/or the Director.

Ours is a service business and all of us must remember that our students and student families are our community members and that they always come first. Our community members ultimately pay all of our wages.

All community members are to be treated courteously and given proper attention at all times. Never regard a community member's question or concern as an interruption or an annoyance. You must respond to inquiries from community members, whether in person or by telephone, promptly and professionally.

Never place a telephone caller on hold for an extended period. Direct incoming calls to the appropriate person and make sure the call is received.

Through your conduct, show your desire to assist any community member in obtaining the help he or she needs. If you are unable to help a community member, find someone who can.

All correspondence and documents, whether to community members or others, must be neatly prepared and error-free. Attention to accuracy and detail in all paperwork demonstrates your commitment to those with whom we do business.

Never argue with a community member. If a problem develops or if a community member remains dissatisfied, ask your supervisor or the Assistant Director and/or Director to intervene.

Expense Accounts

TLC will reimburse employees for standard and reasonable business expenses as determined by the School. Employees who have incurred business expenses must submit required receipts and the School's Purchase Request/Reimbursement Form to the Main Administration Office no later than the last day of

each month.

If you have any questions about the School's expense reimbursement policy, contact your Site Lead, the School's Business Manager, or the Director.

Personal and/or vacation travel may be combined with business travel provided there is no additional cost to TLC, and it meets with the approval of the School's Business Manager. TLC credit cards are not to be used for personal expenses.

Events Collecting Cash

TLC follows these guidelines for school-approved collection of funds:

- Funds are not to be collected for any event, including charities, except for school-sponsored events.
- School-sponsored events may not benefit one person or a cause to support one person.
- While staff may not collect funds for any student cause or charity, staff may post an announcement for charities or sales that students are sponsoring, as long as all advertisements state that the event in question is not school sponsored and funds may not be collected at school.
- In order for an event to be school sponsored, an approval form must be submitted to and approved by the School Director before any advertising or collection of funds may begin.

The following cash-handling procedures should be followed by all staff members:

- Cash may only be handled by a staff member after approval has been granted by the school Director or Assistant Director. For any particular school-sponsored event, the IA's, Events Coordinator or Assistant, and Administrative Assistant are authorized to handle cash. Any other staff member must be preapproved by the school Director or Assistant Director.
- A Receipt should be issued to the customer by the cash collection point immediately upon receipt of cash.
- All cash and checks should be stored in a safe, locked drawer.
- All checks and cash should be totaled and recorded on a deposit form and submitted to the school's Associate Budget Analyst within three (3) days of the event.

Business Conduct and Ethics

No employee may accept a gift or gratuity from any community member; vendor, supplier, or other person doing business with TLC because doing so may give the appearance of influencing business decisions, transactions or service. Please discuss expenses paid by such persons for business meals or trips with the School in advance.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

Employees participating in the California State Teachers' Retirement System (STRS) are not covered by Social Security. Regarding all other employees, Social Security is an important part of your retirement benefit. TLC pays a matching contribution to all non-STRS employee's Social Security taxes.

Disability Insurance

TLC contracts for disability insurance for its full-time employees. The School does this as an additional benefit to the employee so the employee does not have the burden of paying for the insurance as required by California's state disability insurance programs and as the insurance provides higher percentage of wages payments than the state programs. Specific rules and regulations governing disability insurance coverage are available from the Main Administration Office or the personnel administrator.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Assistant Director, Director or HR to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Director. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Director and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. TLC will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Director or Assistant Director. TLC provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays are scheduled on the last working day of each month. If an employee observes any error in his or her check, it should be reported immediately to the Director, Assistant Director or HR.

All non-timesheet employees are paid ratably over twelve (12) months, regardless of whether the employees' calendars are for a lesser period of months. However, newly hired employees are paid ratably through the remainder of the School's fiscal year after their first day worked. Timesheet employees are paid monthly based on the timesheets submitted for that month. TLC offers automatic payroll deposit for employees at all locations. You may begin and stop automatic payroll deposit at any time. To begin automatic payroll deposit, you must complete a form (available from the Main Administration Office) and return it to the Main Administration Office at least 10 work days before the pay period for which you would like the service to begin. You should carefully monitor your payroll deposit statements for the first two (2) pay periods.

Starting Salary

For purposes of computing an employee's starting salary, teachers may receive credit for up to three (3) years of prior public school teaching experience. No credit shall be given for prior teaching experience in a private school, international school or as an intern or substitute teacher.

Advances

TLC does not permit advances against paychecks or against unaccrued vacation.

Change of Pay Scale

If a teacher earns enough college units to move over a column on the teacher pay scale, the teacher is responsible for informing the School as soon as possible, but by no later than May 1st. Backup documentation of the college credits earned must be submitted to the Main Office immediately, but by no later than July 1st. Adjustments in pay shall be effective for the following school year. No retroactive pay raises will be paid to employees.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Director will discuss the situation with the employee.

Medical Benefits

Eligibility

TLC provides a comprehensive healthcare insurance plan for eligible employees and their dependents. Full-time employees (as defined under the terms of the plan) are eligible for coverage (up to a maximum dollar amount established by the School annually) after their introductory period, which is the first thirty (30) days of employment. Part-time employees are eligible for pro-rated insurance coverage, based on their % FTE. In the event of an increase in medical insurance premium rates, all employees may be required to contribute to the cost of increased premiums to retain coverage. Details about medical insurance coverage are available in a separate publication distributed by the School's Insurance Representative, a copy of which is also available at the Main Administration Office.

"Full-time" employee means that an employee is hired to work at least eighty percent (80%) FTE. Temporary and internship employees are not eligible to participate in the plans.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Your coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. Your enrollment form must be submitted to the Director as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

Full-time employees (as defined under the terms of the plan) are eligible for coverage (up to a maximum dollar amount established by the School annually) after an introductory period, which is the first thirty (30) days of employment.

COBRA Benefits

Continuation of Medical and Dental

WHEN COVERAGE UNDER THE SCHOOL'S HEALTH PLAN ENDS, YOU OR YOUR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When your coverage under the School's medical and/or dental plans ends, you or your dependents can continue coverage for 18 or 36 months, depending upon the reason benefits ended. To continue coverage, you must pay the full cost of coverage - your contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for you, your spouse, and your eligible dependent children can continue for up to 18 months if coverage ends because:

- Your employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or

Your hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making you ineligible for the plan.

This 18-month period may be extended an additional 11 months if you are disabled at the time of your termination or reduction in hours if you meet certain requirements. This 18-month period also may be extended if other events (such as a divorce or death) occur during the 18-month period.

Your spouse and eligible dependents can continue their health coverage for up to 36 months if coverage ends because:

- You die while covered by the plan;
- You and your spouse become divorced or legally separated;
- You become eligible for Medicare coverage, but your spouse has not yet reach age 65; or
- Your dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

TLC will notify you or your dependants if coverage ends due to termination or a reduction in your work hours. If you become eligible for Medicare, divorced or legally separated, die, or when your child no longer meets the eligibility requirements, you or a family member are responsible for notifying the School within 30 days of the event. TLC will then notify you or your dependents of your rights.

Health coverage continuation must be elected within 60 days after receiving notice of the end of coverage, or within 60 days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within 30 days of the due date;
- You (or your spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;
- TLC stops providing group health benefits;
- You (or your spouse or child) become entitled to Medicare; or

You extended coverage for up to 29-months due to disability and there has been a final determination that you are no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Director, Assistant Director, or Site Lead. Performance evaluations will be conducted annually, on or about the anniversary date of your employment with the School. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with the Director, Assistant Director, or Site Lead and that you are aware of its contents.

Newly hired employees will have their performance goals reviewed by the Director within the first ninety (90) days of employment.

On a periodic basis, the Director, Assistant Director, or Site Lead will review your job performance with you in order to establish goals for future performance and to discuss your current performance. TLC's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep the Director, Assistant Director, or HR advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. TLC will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Director. Only the Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

TLC calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Lincoln's Birthday
- Friday before Easter
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during the school year, such as days during the School's calendared breaks, shall be paid time for all non-exempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Director. The employee will be paid if the religious holiday is taken as an earned personal necessity day. The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Vacation

Regular full-time classified employees accrue paid vacation leave in accordance with the following policy:

- After six (6) months, six (6) days
- After seven (7) months, one (1) day per month worked

Temporary and part-time classified employees do not accrue paid vacation time. Regular full-time classified employees do not accrue vacation time during the employee's introductory period, which is the first thirty (30) days of employment. No vacation time may be taken until after six (6) months of continuous employment.

After completion of six (6) months of continuous employment, full-time classified employees will receive six (6) days of accrued vacation time. A classified employee who is scheduled to and does work forty (40) hours per week will normally accrue six (6) working days or forty-eight (48) hours of vacation after the first six (6) months of continuous employment.

TLC encourages employees to take vacation annually. Vacation time must be taken within the year following accrual. Earned vacation time accrues to a maximum of twenty (20) working days in the second year of employment; thirty (30) working days in the third year of employment; and forty (40) working days in the fourth and following years of employment. If the employee reaches the maximum (40 days), no additional vacation will be earned until accrued vacation time is used. Employees are responsible for tracking their accrued vacation time.

Vacations shall be scheduled to provide adequate coverage of job responsibilities and staffing requirements. Requests for vacation time of more than five (5) days must be submitted thirty (30) days in advance. The Director will make final determinations and must approve your vacation schedule in advance.

By June 1 of each year, full-time classified employees may request to be paid for the number of vacation days to be accrued during the upcoming fiscal year (up to a maximum of twelve (12) days for full-time, year-round classified employees), by submitting a completed Vacation Day Purchase Request, which may be obtained from and should be submitted back to the Main Administration Office. In addition, an employee may submit an Emergency Vacation Day Purchase Request form to be paid vacation days equal to the number of vacation days already accrued during the current or prior fiscal year (up to a maximum of twelve (12) days for full-time, year-round classified employees) due to hardship/emergency. A hardship/emergency request will be evaluated by the Director and must be submitted a minimum of thirty (30) days prior to approval.

Unpaid Leave of Absence

TLC recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave.

No vacation time is accrued during any type of unpaid leave of absence.

Sick Leave

Sick leave is a form of insurance that employees accumulate in order to provide a cushion for incapacitation due to illness or injury. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for “personal” absences. Time off for medical and dental appointments will be treated as sick leave. TLC will not tolerate abuse or misuse of your sick leave privilege.

TLC offers paid sick leave to regular full-time employees and regular part-time employees who have completed their introductory period. After completion of your introductory period, you accrue paid sick leave at the rate of one day per month worked which is pro-rated for part-time employees. Although accrued sick leave does carry over from year to year, the School does not pay employees in lieu of unused sick leave as this sick leave is treated as transferable to other California public schools and public school administrative agencies.

If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School will be required before the School honors any sick pay requests. TLC may withhold sick pay if it suspects that sick leave has been misused.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Required Use of Vacation Before Unpaid Sick Leave

You are required to take accrued and unused vacation before taking unpaid leave, or having unpaid absences, unless the absence is pregnancy-related.

Employees who are absent because of their own disability may be eligible for disability payments through the School's disability insurance plan subject to the plan's terms and conditions. If you have accrued sick leave, sick leave will be used for any initial waiting period required under the disability plan. If you do not have accrued sick leave, but do have accrued vacation, vacation will be substituted for the unpaid absence.

Disability insurance payments do not replace all of your usual wages. Your benefits may be supplemented with any accrued and unused sick leave. If you have no sick leave, or once you exhaust your sick leave, accrued and unused vacation may be used to supplement your benefits.

Transfer of Sick Leave

New employees of the School shall be able transfer up to twelve (12) days of sick leave accrued at a prior California public school employer.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to 12 workweeks (or 26 workweeks where indicated) of FMLA leave in any 12-month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

- Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by the School for the last 12 months and must have worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave.

- Events That May Entitle an Employee To FMLA Leave

The 12-week (or 26-week where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude 12 months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of 12 weeks of leave for this purpose.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury.
4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
5. To provide care to a covered service member (U.S. Armed Services) with a serious injury or illness who is the spouse, son, daughter, parent, or next of kin of the employee. The employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
6. A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent

treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

- Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one or more periods, but may not exceed twelve (12) workweeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
2. An employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces member shall be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the Armed Forced member.
3. The "12 month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement.

- Pay during FMLA Leave

1. An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period.
2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted their sick leave, leave taken under FMLA shall be unpaid.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility

during FMLA leave, and these provisions may change from time to time. The health benefits of

employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

School may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on

a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in denial of the leave request until such certification is provided.

2. The School may contact the employee's health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.
 3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
 4. Recertification's are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertification's can result in termination of the leave.
- Procedures for Requesting and Scheduling FMLA Leave
 1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
 2. Employees should provide not less than thirty (30) days notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
 5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
 6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he

or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. In most cases, the School will respond to an FMLA leave request within two (2) days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within five (5) business days of receiving the request, absent extenuating circumstances. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Limitations on Reinstatement

1. School may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.
2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing

(by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

- **Employment during Leave**

An employee on FMLA leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- **Duration of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. Vacation pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

TLC shall provide continued health insurance coverage while an employee is on a PDL leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a 12-month period. TLC can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking CFRA leave.
 - The continuation, recurrence or onset of a health condition entitles the employee to CFRA leave or other circumstance beyond the employee's control.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

2. Recertification's are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertification's can result in termination of the leave.
- Requesting and Scheduling Pregnancy Disability Leave
 1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Director. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
 2. Employee should provide not less than thirty (30) days or as short of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
 5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
 6. In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
 - Return to Work
 1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine the School's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- **Employment during Leave**

An employee on pregnancy disability leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

TLC, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Director; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. TLC, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Director and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.

Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

TLC shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

TLC will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

TLC shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be

eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Salaried employees are entitled to a leave of up to three (3) days without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild). Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all non-exempt employees, the School will pay for up to three (3) days if an employee is called to serve on a jury.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Director at least two (2) days notice.

School Appearance and Activities Leave

As required by law, TLC will permit an employee who is a parent or guardian of school children, from kindergarten through grade twelve (12), or a child in a licensed day-care facility, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school. If more than one parent or guardian is an employee of TLC, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused sick time to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a 12-month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use his or her earned but unused sick leave for bone marrow donation and two (2) week's worth of earned but unused sick leave for organ donation. If the employee has an insufficient number of sick days available, the leave will be considered unpaid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Director thirty (30) days notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the Director.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.

2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.

Immoral or indecent conduct.

16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.

19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. TLC shall not

provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for you to terminate your at-will employment with the School, please notify the Director regarding your intention as far in advance as possible. At least two (2) weeks notice is expected whenever possible.

When you terminate your at-will employment, you will be entitled to all earned but unused vacation pay. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

INTERNAL COMPLAINT REVIEW

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Director, Assistant Director or designee:

1. The complainant will bring the matter to the attention of the Director, Assistant Director or designee as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Director, Assistant Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Director, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Director or Board President (if the complaint concerns the Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Director (or designee) shall abide by the following process:

1. The Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Director (or designee) finds that a complaint against an employee is valid, the Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Director) or the Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

TLC reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements

APPENDIX A

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Director or Board President.

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

TLC will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____

Signature of Complainant

Print Name

Received by: _____

Date: _____

APPENDIX B

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

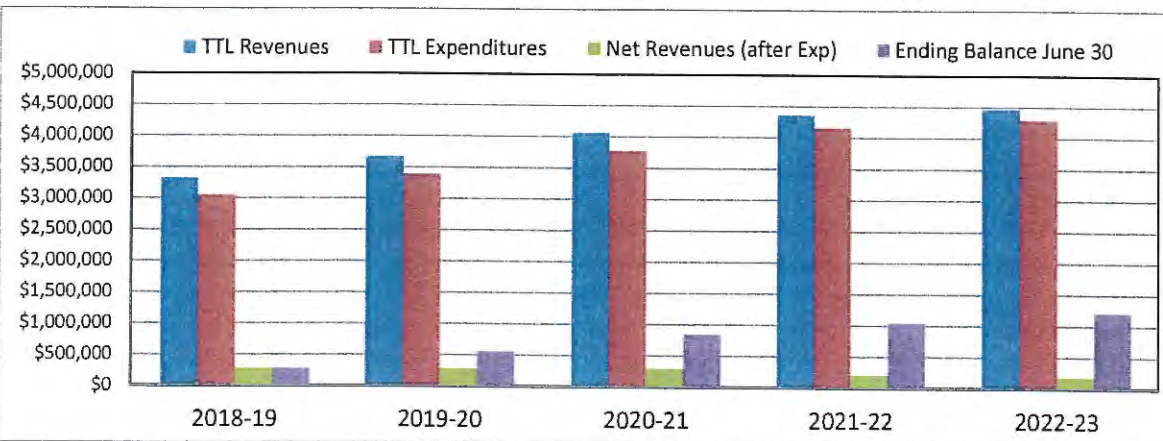
Date: _____

Appendix D:

Budget and Cash Flow

The Learning Choice Academy - II
Charter Petition - Financial Projections & Cash Flow
MULTI-YEAR PROJECTION SUMMARY

	YEAR 1 2018-19	YEAR 2 2019-20	YEAR 3 2020-21	YEAR 4 2021-22	YEAR 5 2022-23
Projected Enrollment:	321	345	371	398	398
Projected P-2 ADA:	314.58	338.10	363.58	390.04	390.04
Revenues:					
LCFF Funding	3,039,333	3,323,615	3,689,624	3,958,141	4,059,865
Federal Revenue	67,269	111,332	121,700	130,671	134,110
Other State Revenue	211,512	231,774	249,313	267,347	267,731
Other Local Revenue	-	-	-	-	-
TTL Revenues	3,318,114	3,666,721	4,060,637	4,356,159	4,461,706
Expenditures:					
Certificated Salaries	1,288,709	1,419,075	1,585,956	1,748,293	1,797,245
Non-Certificated Salaries	191,980	255,283	282,087	310,192	318,878
Benefits	556,460	646,923	761,074	877,073	939,547
Books/Supplies/Materials	125,400	131,170	139,680	152,552	136,189
Services/Operations	881,135	938,452	1,003,292	1,065,579	1,097,892
Capital Outlay (Depreciation)	-	-	-	-	-
Other Outgo	-	-	-	-	-
TTL Expenditures	3,043,683	3,390,903	3,772,089	4,153,689	4,289,751
Net Revenues (after Exp)	274,431	275,818	288,548	202,470	171,955
Beginning Balance July 1	-	274,431	550,249	838,797	1,041,266
Ending Balance June 30	274,431	550,249	838,797	1,041,266	1,213,222
Ending Bal. as % of Exp.:	9.0%	16.2%	22.2%	25.1%	28.3%



The Learning Choice Academy - II
Charter Petition - Financial Projections & Cash Flow
FIVE-YEAR FINANCIAL PROJECTION

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Description	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollment	321	345	371	398	398
P-2 ADA	314.58	338.10	363.58	390.04	390.04
REVENUES					
Local Control Funding Formula Revenues					
8011 - General Purpose Block Grant	1,969,447	2,173,737	2,453,088	2,631,615	2,699,247
8012 - Education Protection Account	62,916	67,620	72,716	78,008	80,013
8096 - Funding in Lieu of Property Taxes	1,006,971	1,082,258	1,163,820	1,248,518	1,280,605
TTL LCFF Revenues	3,039,333	3,323,615	3,689,624	3,958,141	4,059,865
Federal Revenue					
8181 - Federal IDEA Special Education	-	39,034	43,953	47,265	50,705
8220 - NSLP Federal	-	-	-	-	-
8290 - Title I-III, PCSGP Grant	67,269	72,298	77,747	83,405	83,405
TTL Federal Revenue	67,269	111,332	121,700	130,671	134,110
Other State Revenue					
8311 - State Special Education Revenue	149,331	160,496	172,591	185,152	185,152
8520 - NSLP State	-	-	-	-	-
8550 - Mandate Block Grant	-	4,561	4,902	5,272	5,656
8560 - State Lottery Revenue	62,181	66,717	71,820	76,923	76,923
8590 - Add'l State Revenues	-	-	-	-	-
TTL Other State Revenue	211,512	231,774	249,313	267,347	267,731
Other Local Revenue					
8660 - Interest	-	-	-	-	-
8699 - Local Donations/Contributions/Other	-	-	-	-	-
TTL Other Local Revenue	-	-	-	-	-
TTL REVENUES	3,318,114	3,666,721	4,060,637	4,356,159	4,461,706
EXPENDITURES					
1000 - Certificated Salaries					
1100 - Teachers' Salaries	965,179	1,065,669	1,179,855	1,308,822	1,345,469
1200 - Certificated Support	112,185	136,143	182,755	209,871	215,748
1300 - Certificated Supervisory/Admin	211,345	217,263	223,346	229,600	236,028
1900 - Other Certificated Salaries	-	-	-	-	-
TTL Certificated Salaries	1,288,709	1,419,075	1,585,956	1,748,293	1,797,245
2000 - Non-Certificated Salaries					
2100 - Instructional Aide Salaries	67,500	87,740	101,398	115,753	118,994
2200 - Classified Support Salaries	-	23,130	23,778	24,443	25,128
2300 - Classified Supervisory/Admin	-	-	-	-	-
2400 - Clerical/Tech/Office Staff	124,480	144,413	156,911	169,996	174,756
2900 - Other Classified	-	-	-	-	-
TTL Non-Certificated Salaries	191,980	255,283	282,087	310,192	318,878
3000 - Employee Benefits					
STRS	209,286	257,278	318,460	385,149	430,979
PERS	34,748	53,099	67,137	78,168	83,227
Medicare/ OASDI	113,273	128,088	142,905	157,474	161,883
Healthcare	177,683	184,179	205,485	226,433	232,774
SUI	740	837	934	1,029	1,058

The Learning Choice Academy - II
Charter Petition - Financial Projections & Cash Flow
FIVE-YEAR FINANCIAL PROJECTION

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Description	2018-19	2019-20	2020-21	2021-22	2022-23
WC	20,730	23,441	26,153	28,819	29,626
TTL Employee Benefits	556,460	646,923	761,074	877,073	939,547
4000 - Books/Supplies/Materials					
4100 - Textbooks	42,500	44,625	50,360	55,779	61,634
4200 - Library Books & Reference Materials	10,000	10,000	5,000	5,000	5,000
4310 - Materials & Supplies	47,900	50,295	56,758	62,832	69,555
4400 - Noncapitalized Equipment	25,000	26,250	27,563	28,941	-
4700 - Food	-	-	-	-	-
TTL Books/Supplies/Materials	125,400	131,170	139,680	152,552	136,189
5000 - Services & Operations					
5200 - Travel and Conferences	18,000	18,900	19,845	20,837	21,879
5300 - Dues and Memberships	11,000	12,414	14,017	15,488	15,952
5400 - Insurance (other than Healthcare)	22,500	23,625	24,806	26,047	27,349
5500 - Operation and Housekeeping Services	4,500	5,078	5,734	6,336	6,526
5510 - Utilities (General)	28,000	29,400	30,870	32,414	34,034
5520 - Janitorial/Custodial	19,500	22,006	24,847	27,455	28,279
5610 - Facility Rental	393,648	405,457	417,619	430,146	443,050
5620 - Equipment Leases	8,500	9,592	10,831	11,968	12,327
5630 - Maintenance & Repair	6,500	7,335	8,282	9,152	9,426
5800 - Professional/Consulting Services	62,000	68,635	76,021	84,000	86,520
5810 - Legal	4,500	4,635	4,774	4,917	5,065
5820 - Audit/CPA Costs	12,000	12,360	12,731	13,113	13,506
5825 - Business Services	99,543	110,002	121,819	130,685	133,851
5840 - Advertisement	10,000	10,000	10,000	10,000	10,000
5850 - Oversight Fee	30,393	33,236	36,896	39,581	40,599
5855 - Short-term Interest	1,250	-	-	-	-
5860 - Bank Fees	500	564	637	718	754
5870 - Livescan (Fingerprinting)	1,000	1,000	1,000	1,000	1,000
5880 - Instructional Consultants	120,000	132,841	147,138	162,581	167,459
5910 - Telephone	7,000	7,900	8,920	9,856	10,151
5920 - Telecom/Internet	19,000	21,442	24,210	26,751	27,554
5930 - Postage	1,800	2,031	2,294	2,534	2,610
TTL Services & Operations	881,135	938,452	1,003,292	1,065,579	1,097,892
6000 - Capital Outlay					
6900 - Depreciation	-	-	-	-	-
TTL Capital Outlay	-	-	-	-	-
7000 - Other Outgo					
7299 - Other Outgo	-	-	-	-	-
TTL Other Outgo	-	-	-	-	-
TTL EXPENDITURES	3,043,683	3,390,903	3,772,089	4,153,689	4,289,751
Revenues less Expenditures	274,431	275,818	288,548	202,470	171,955
Beginning Fund Balance	-	274,431	550,249	838,797	1,041,266
Net Revenues	274,431	275,818	288,548	202,470	171,955
ENDING BALANCE	274,431	550,249	838,797	1,041,266	1,213,222
ENDING BALANCE AS % OF OUTGO	9.02%	16.23%	22.24%	25.07%	28.28%

The Learning Choice Academy - II

Charter Petition - Financial Projections & Cash Flow

FUNDING ASSUMPTIONS

ENROLLMENT/ADA ASSUMPTIONS:

1. By-grade enrollment projections are shown on the Enrollment Assumptions sheet.
2. ADA is assumed at 98.0% of enrollment throughout based on historical averages for charter schools of this projected size and demographics.
3. LCFF Unduplicated Percentage estimated at 59.63% matching authorizer's demographics.

FEDERAL FUNDING ASSUMPTIONS:

1. ESEA Title I-V funding assumed at \$210/ADA (final funding based on CDE formula).
2. Federal SPED (IDEA, MH) funding begins in Year 2 - \$122/PY enroll. after 5% admin fee.
3. No PCSGP Implementation Grant assumed until awarded - \$375k/\$575k possible.

STATE FUNDING ASSUMPTIONS:

1. LCFF funding is calculated using FCMAT's LCFF Calculator and results entered into the Funding Calculations page, assuming Chula Vista Elementary as the highest physical location district for both base year and unduplicated percentage calculations. Initial year LCFF base funding for authorizer is extrapolated from CDE's latest Principal Apportionment.
2. COLAs and gap rates taken from LCFF FCMAT Calculator. 0% COLA included for year 5.
3. Mandate Block Grant funding is assumed at \$14.21/PY ADA for TK-8, \$42/PY ADA for 9-12.
4. AB602 Funding through El Dorado Charter SELPA @ \$505/ADA less 5% admin fee.

LOCAL FUNDING ASSUMPTIONS:

1. No donations or contributions assumed until known.

CASH FLOW ASSUMPTIONS:

1. No State Revolving Fund Loan assumed at present.
2. No state deferrals currently assumed.
3. Inter-agency borrowing assumed in year 1 July - Sept

The Learning Choice Academy - II
Charter Petition - Financial Projections & Cash Flow
ENROLLMENT AND A.D.A. ASSUMPTIONS

	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
ADA Ratio:*	2018-19		2019-20		2020-21		2021-22		2022-23	
98.00%	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	46	45.08	49	48.02	53	51.94	58	56.84	58	56.84
Total 4-6 Enrollment	43	42.14	46	45.08	51	49.98	55	53.90	55	53.90
Total 7-8 Enrollment	57	55.86	66	64.68	75	73.50	84	82.32	84	82.32
Total 9-12 Enrollment	175	171.50	184	180.32	192	188.16	201	196.98	201	196.98
TTL Enrollment/ADA	321	314.58	345	338.10	371	363.58	398	390.04	398	390.04
<u>Independent Study</u>										
TK-3 Enrollment	46	45.08	49	48.02	53	51.94	58	56.84	58	56.84
4-6 Enrollment	43	42.14	46	45.08	51	49.98	55	53.90	55	53.90
7-8 Enrollment	57	55.86	66	64.68	75	73.50	84	82.32	84	82.32
9-12 Enrollment	175	171.50	184	180.32	192	188.16	201	196.98	201	196.98
TTL Ind. Study.	321	314.58	345	338.10	371	363.58	398	390.04	398	390.04
<u>LCFF Unduplicated Calc:</u>										
Enrollment*	321		345		371		398		398	
Unduplicated Count*	191		206		221		237		237	
Unduplicated Percentage:	59.50%		59.71%		59.57%		59.55%		59.55%	
Blended 3-year UP:	59.50%		59.61%		59.59%		59.61%		59.55%	

* ADA ratio is P-2 ADA divided by CALPADS Fall 1 Census Day enrollment - may not represent daily in-class attendance ratio

The Learning Choice Academy - II

Charter Petition - Financial Projections & Cash Flow

STAFFING ASSUMPTIONS

Staffing Levels - Rationale/Explanation

While we will make every effort to minimize staff turnover, all staff will be "at-will". If pre-enrollments do not indicate capacity enrollment, teaching staff will only be retained at levels sufficient to meet core subject needs, and additional teachers added only as enrollment grows. If enrollment drops thereafter, while every effort will be maintained to provide a stable learning environment, staff reductions will be enacted if needed to maintain fiscal solvency as a result of lower ADA-based revenues.

Staffing structure and levels are consistent with similar charter schools as well as the general framework outlined in the charter petition narrative. We do not anticipate substantive changes from the general staffing plan outlined in the petition, although the final staffing and allocation is subject to change based on final demographics, SPED student count and other factors.

Annual Pay Increases - Rationale/Explanation

We assume two primary factors affecting annual compensation adjustments: (a) the statewide COLA increase, which we plan to use to adjust our salary scales; and (b) the step-and-column adjustments for each staff member. Generally we plan for normal step-and-column increases as well as overall COLA increases to the entire scale based on statewide COLAs and other factors. For this Financial Update, we are assuming an overall COLA increase matching the FCMAT statewide COLA projections, and an average 2.50% step/column annual increase (taking terms/replacements into account).

Benefits - Rationale/Explanation

We are assuming benefits at the following rates:

STRS = as per published CalSTRS rates
PERS = as per published CalPERS rates (if participating)
OASDI = 6.20%
Medicare = 1.45%
Worker's Compensation Insurance = 1.40%
State Unemployment Insurance (SUI) = 0.05%
Health Care = assuming 12.0% of total payroll (averaged)

For budget purposes we are assuming all certificated staff are CalSTRS participants.

We are assuming CalPERS participation for all Classified staff.

We are assuming benefits for all certificated staff as well as exempt full-time classified staff. Currently we are calculating healthcare costs as a flat percentage of payroll as an overall budget estimate.

Actual healthcare costs will be determined by employee following a full analysis of potential insurance providers, and plans will be selected through competitive bidding - plans may be modified during the charter renewal term if necessary.

The Learning Choice Academy - II
Charter Petition - Financial Projections & Cash Flow
PAYROLL & STAFFING DETAIL TABLES

EMPLOYEE FTE & GROSS PAY

Classification	Minor	JobName	Year 1 FTE	Year 1 Pay	Year 2 FTE	Year 2 Pay	Year 3 FTE	Year 3 Pay	Year 4 FTE	Year 4 Pay	Year 5 FTE	Year 5 Pay
Certificated												
	1100											
		Elective Teacher (PT)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
		SPED Teacher/RSP	1.50	86,250	1.60	94,576	1.75	106,339	2.00	124,933	2.00	128,431
		Teacher (FT)	15.29	878,929	16.43	971,093	17.67	1,073,516	18.95	1,183,889	18.95	1,217,038
	1100 Total		16.79	965,179	18.03	1,065,669	19.42	1,179,855	20.95	1,308,822	20.95	1,345,469
	1200											
		SPED Speech/Language	1.00	81,000	1.25	104,085	1.75	149,799	2.00	175,993	2.00	180,920
		SPED Psychologist	0.33	31,185	0.33	32,058	0.33	32,956	0.33	33,879	0.33	34,827
	1200 Total		1.33	112,185	1.58	136,143	2.08	182,755	2.33	209,871	2.33	215,748
	1300											
		Executive Director	0.33	41,250	0.33	42,405	0.33	43,592	0.33	44,813	0.33	46,088
		Principal	1.00	82,500	1.00	84,810	1.00	87,185	1.00	89,626	1.00	92,135
		Curriculum Director	0.33	22,605	0.33	23,238	0.33	23,869	0.33	24,557	0.33	25,245
		Counselor	0.33	17,490	0.33	17,980	0.33	18,483	0.33	19,001	0.33	19,533
		Sped OT	0.50	47,500	0.50	48,630	0.50	50,197	0.50	51,803	0.50	53,048
	1300 Total		2.49	211,345	2.49	217,263	2.49	223,346	2.49	229,600	2.49	236,028
Certificated Total			20.61	1,288,709	22.10	1,419,075	23.99	1,585,956	25.77	1,748,293	25.77	1,797,245
Classified												
	2100											
		Teacher's Aide (FT)	1.00	34,000	1.00	34,952	1.00	35,931	1.00	36,937	1.00	37,971
		Teacher's Aide (PT)	0.00	0	0.50	14,906	0.75	22,985	1.00	31,505	1.00	32,387
		Special Ed Aide (PT)	1.00	33,500	1.10	37,882	1.20	42,483	1.30	47,312	1.30	48,636
	2100 Total		2.00	67,500	2.60	87,740	2.95	101,398	3.30	115,753	3.30	118,994
	2200											
		Custodian	0.00	0	0.50	23,130	0.50	23,778	0.50	24,443	0.50	25,128
		Custodian Asst	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	2200 Total		0.00	0	0.50	23,130	0.50	23,778	0.50	24,443	0.50	25,128
	2400											
		Office Manager	1.00	45,000	1.00	46,260	1.00	47,555	1.00	48,887	1.00	50,256
		Office Clerk	0.00	0	0.50	16,448	0.75	25,363	1.00	34,764	1.00	35,737
		IT Coordinator	0.33	25,080	0.33	25,782	0.33	26,504	0.33	27,246	0.33	28,009
		Attendance Clerk/Registrar	1.00	28,000	1.00	28,784	1.00	29,590	1.00	30,418	1.00	31,270
		Assistant Director	0.33	26,400	0.33	27,139	0.33	27,899	0.33	28,680	0.33	29,483
	2400 Total		2.66	124,480	3.16	144,413	3.41	156,911	3.66	169,996	3.66	174,756
Classified Total			4.66	191,980	6.26	255,283	6.86	282,087	7.46	310,192	7.46	318,878
Grand Total			25.27	1,480,689	28.36	1,674,358	30.85	1,868,044	33.23	2,058,485	33.23	2,116,123

The Learning Choice Academy - II
Charter Petition - Financial Projections & Cash Flow
ASSUMPTIONS - MATERIALS, EQUIPMENT & SERVICES

MATERIALS ASSUMPTIONS

1. Books and Materials: \$300 per student budgeted with 3-5% increase annually for growth

EQUIPMENT ASSUMPTIONS

1. Annual purchases of \$25K for computers and replacement tablets with 5% increase annually

SERVICES & OPERATIONS ASSUMPTIONS

1. General assumptions based on current costs with 3-5% increase annually
2. Facility rent based on current lease agreement through May 2022

The Learning Choice Academy - II
Charter Petition - Financial Projections & Cash Flow
FUNDING CALCULATIONS

2018-19 (Year 1) **Statewide COLA:** **2.150%**

LCFF FUNDING				TOTALS
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>	
LCFF State Aid:	\$ 6,260.56	314.58	\$ 1,969,447	
LCFF Education Protection Account:	200.00	314.58	62,916	
LCFF In-Lieu-Of Property Taxes:	3,201.00	314.58	1,006,971	
Total LCFF Funding:	\$ 9,661.56	per ADA		3,039,333.00
TOTAL LCFF FUNDING				\$ 3,039,333.00
FEDERAL REVENUES				
Title I Part A			\$ 66,212	
Title II Part A			1,057	
Title III LEP			-	
ESEA (NCLB) Funding:				67,269.00
<u>Other Federal Revenues</u>				
PCSGP Startup/Implementation Grant			\$ -	
National School Lunch Program			-	
Federal IDEA Special Education			-	
Other Federal Revenue			-	
Total Other Federal Revenues:				-
TOTAL FEDERAL REVENUES				\$ 67,269.00
OTHER STATE REVENUES				
Non-Prop 20 Lottery (not rec'd until Year 2)	\$ 144.00	329	\$ 47,376.00	
Prop 20 Lottery (not rec'd until Year 2)	45.00	329	14,805.00	
				62,181.00
<u>Additional Other State Revenues</u>				
State Lunch Program Revenues			\$ -	
Mandate Block Grant (ongoing)			-	
Facility Grant Program (lesser of 75% or \$750/ADA)			-	
State Special Education (AB602)			149,331.13	
SPED Mental Health (all tiers)			-	
ASES Afterschool Revenue			-	
Prop 39 Energy Planning Funds (one-time)			-	
Other State Revenues			-	
Total Additional Other State Revenues:				149,331.13
TOTAL OTHER STATE REVENUES				\$ 211,512.13
OTHER LOCAL REVENUES				
Local Donations/Contributions			\$ -	
Private Grant Commitments			-	
Local Special Education Revenues:			-	
Local Lunch Revenues			-	
Before/After School Program			-	
Interest Earnings			-	
Other Local Revenues			-	
Total Additional Other Local Revenues:				-
TOTAL OTHER LOCAL REVENUES				\$ -
TOTAL REVENUES				\$ 3,318,114.13

The Learning Choice Academy - II
Charter Petition - Financial Projections & Cash Flow
FUNDING CALCULATIONS

2019-20 (Year 2) Statewide COLA: 2.35%

LCFF FUNDING				TOTALS
	\$/ADA	ADA	Subtotal	
LCFF State Aid:	\$ 6,429.27	338.10	\$ 2,173,737	
LCFF Education Protection Account:	200.00	338.10	67,620	
LCFF In-Lieu-Of Property Taxes:	3,201.00	338.10	1,082,258	
Total LCFF Funding:	\$ 9,830.27	per ADA		3,323,615.00
TOTAL LCFF FUNDING				\$ 3,323,615.00
FEDERAL REVENUES				
Title I Funding			\$ 71,162	
Title II Part A			1,136	
Title III LEP			-	
ESEA (NCLB) Funding:				72,298.46
<u>Other Federal Revenues</u>				
PCSGP Startup/Implementation Grant			\$ -	
National School Lunch Program			-	
Federal IDEA Special Education			39,033.60	
Other Federal Revenue			-	
Total Other Federal Revenues:				39,033.60
TOTAL FEDERAL REVENUES				\$ 111,332.06
OTHER STATE REVENUES				
Non-Prop 20 Lottery (Incl Year 1 & 2)	\$ 144.00	353	\$ 50,832.00	
Prop 20 Lottery (Incl. Year 1 & 2)	45.00	353	15,885.00	
				66,717.00
<u>Additional Other State Revenues</u>				
State Lunch Program Revenues			\$ -	
Mandate Block Grant (ongoing)			4,561.00	
Facility Grant Program (lesser of 75% or \$750/ADA)			-	
State Special Education (AB602)			160,496.07	
SPED Mental Health (all tiers)			-	
ASES Afterschool Revenue			-	
Prop 39 Energy (project funding)			-	
Other State Revenues			-	
Total Additional Other State Revenues:				165,057.07
TOTAL OTHER STATE REVENUES				\$ 231,774.07
OTHER LOCAL REVENUES				
Local Donations/Contributions			\$ -	
Private Grant Commitments			-	
Local Special Education Revenues:			-	
Local Lunch Revenues			-	
Before/After School Program			-	
Interest Earnings			-	
Other Local Revenues			-	
Total Additional Other Local Revenues:				-
TOTAL OTHER LOCAL REVENUES				\$ -
TOTAL REVENUES			\$	3,666,721.13

The Learning Choice Academy - II
Charter Petition - Financial Projections & Cash Flow
FUNDING CALCULATIONS

2020-21 (Year 3) Statewide COLA: 2.57%

LCFF FUNDING				TOTALS
	\$/ADA	ADA	Subtotal	
LCFF State Aid:	\$ 6,747.04	363.58	\$ 2,453,088	
LCFF Education Protection Account:	200.00	363.58	72,716	
LCFF In-Lieu-Of Property Taxes:	3,201.00	363.58	1,163,820	
Total LCFF Funding:	\$ 10,148.04	per ADA		3,689,624.00
TOTAL LCFF FUNDING				\$ 3,689,624.00
FEDERAL REVENUES				
Title I Funding			\$ 76,525	
Title II Part A			1,222	
Title III LEP			-	
ESEA (NCLB) Funding:				77,747.04
<u>Other Federal Revenues</u>				
PCSGP Startup/Implementation Grant			\$ -	
National School Lunch Program			-	
Federal IDEA Special Education			43,953.00	
Other Federal Revenue			-	
Total Other Federal Revenues:				43,953.00
TOTAL FEDERAL REVENUES				\$ 121,700.04
OTHER STATE REVENUES				
Non-Prop 20 Lottery	\$ 144.00	380	\$ 54,720.00	
Prop 20 Lottery	45.00	380	17,100.00	
				71,820.00
<u>Additional Other State Revenues</u>				
State Lunch Program Revenues			\$ -	
Mandate Block Grant (ongoing)			4,902.00	
Facility Grant Program (lesser of 75% or \$750/ADA)			-	
State Special Education (AB602)			172,591.43	
SPED Mental Health (all tiers)			-	
ASES Afterschool Revenue			-	
Prop 39 Energy (project funding)			-	
Other State Revenues			-	
Total Additional Other State Revenues:				177,493.43
TOTAL OTHER STATE REVENUES				\$ 249,313.43
OTHER LOCAL REVENUES				
Local Donations/Contributions			\$ -	
Private Grant Commitments			-	
Local Special Education Revenues:			-	
Local Lunch Revenues			-	
Before/After School Program			-	
Interest Earnings			-	
Other Local Revenues			-	
Total Additional Other Local Revenues:				-
TOTAL OTHER LOCAL REVENUES				\$ -
TOTAL REVENUES			\$	4,060,637.47

The Learning Choice Academy - II
Charter Petition - Financial Projections & Cash Flow
FUNDING CALCULATIONS

2021-22 (Year 4) Statewide COLA: 2.57%

LCFF FUNDING				TOTALS
	\$/ADA	ADA	Subtotal	
LCFF State Aid:	\$ 6,747.04	390.04	\$ 2,631,615	
LCFF Education Protection Account:	200.00	390.04	78,008	
LCFF In-Lieu-Of Property Taxes:	3,201.00	390.04	1,248,518	
Total LCFF Funding:	\$ 10,148.04	per ADA		3,958,141.00
TOTAL LCFF FUNDING				\$ 3,958,141.00
FEDERAL REVENUES				
Title I Funding			\$ 82,095	
Title II Part A			1,311	
Title III LEP			-	
ESEA (NCLB) Funding:				83,405.18
Other Federal Revenues				
PCSGP Startup/Implementation Grant			\$ -	
National School Lunch Program			-	
Federal IDEA Special Education			47,265.40	
Other Federal Revenue			-	
Total Other Federal Revenues:				47,265.40
TOTAL FEDERAL REVENUES				\$ 130,670.58
OTHER STATE REVENUES				
Non-Prop 20 Lottery	\$ 144.00	407	58,608.00	
Prop 20 Lottery	45.00	407	18,315.00	
				76,923.00
Additional Other State Revenues				
State Lunch Program Revenues			-	
Mandate Block Grant (ongoing)			5,272.00	
Facility Grant Program (lesser of 75% or \$750/ADA)			-	
State Special Education (AB602)			185,151.99	
SPED Mental Health (all tiers)			-	
ASES Afterschool Revenue			-	
Prop 39 Energy (project funding)			-	
Other State Revenues			-	
Total Additional Other State Revenues:				190,423.99
TOTAL OTHER STATE REVENUES				\$ 267,346.99
OTHER LOCAL REVENUES				
Local Donations/Contributions			\$ -	
Private Grant Commitments			-	
Local Special Education Revenues:			-	
Local Lunch Revenues			-	
Before/After School Program			-	
Interest Earnings			-	
Other Local Revenues			-	
Total Additional Other Local Revenues:				-
TOTAL OTHER LOCAL REVENUES				\$ -
TOTAL REVENUES			\$	4,356,158.57

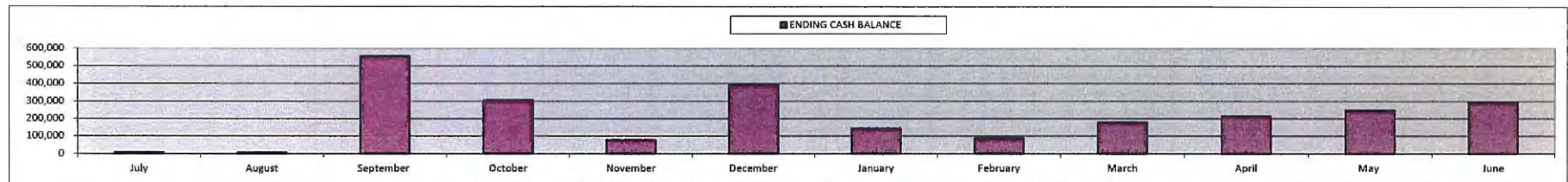
The Learning Choice Academy - II
Charter Petition - Financial Projections & Cash Flow
FUNDING CALCULATIONS

2022-23 (Year 5) Statewide COLA: 2.57%

LCFF FUNDING				TOTALS
	\$/ADA	ADA	Subtotal	
LCFF State Aid:	\$ 6,920.44	390.04	\$ 2,699,247	
LCFF Education Protection Account:	205.14	390.04	80,013	
LCFF In-Lieu-Of Property Taxes:	3,283.27	390.04	1,280,605	
Total LCFF Funding:	\$ 10,408.84	per ADA		4,059,865.00
TOTAL LCFF FUNDING				\$ 4,059,865.00
FEDERAL REVENUES				
Title I Funding			\$ 82,095	
Title II Part A			1,311	
Title III LEP			-	
ESEA (NCLB) Funding:				83,405.18
<u>Other Federal Revenues</u>				
PCSGP Startup/Implementation Grant			\$ -	
National School Lunch Program			-	
Federal IDEA Special Education			50,705.20	
Other Federal Revenue			-	
Total Other Federal Revenues:				50,705.20
TOTAL FEDERAL REVENUES				\$ 134,110.38
OTHER STATE REVENUES				
Non-Prop 20 Lottery	\$ 144.00	407	58,608.00	
Prop 20 Lottery	45.00	407	18,315.00	
				76,923.00
<u>Additional Other State Revenues</u>				
State Lunch Program Revenues			-	
Mandate Block Grant (ongoing)			5,656.00	
Facility Grant Program (lesser of 75% or \$750/ADA)			-	
State Special Education (AB602)			185,151.99	
SPED Mental Health (all tiers)			-	
ASES Afterschool Revenue			-	
Prop 39 Energy (project funding)			-	
Other State Revenues			-	
Total Additional Other State Revenues:				190,807.99
TOTAL OTHER STATE REVENUES				\$ 267,730.99
OTHER LOCAL REVENUES				
Local Donations/Contributions			\$ -	
Private Grant Commitments			-	
Local Special Education Revenues:			-	
Local Lunch Revenues			-	
Before/After School Program			-	
Interest Earnings			-	
Other Local Revenues			-	
Total Additional Other Local Revenues:				-
TOTAL OTHER LOCAL REVENUES				\$ -
TOTAL REVENUES				\$ 4,461,706.37

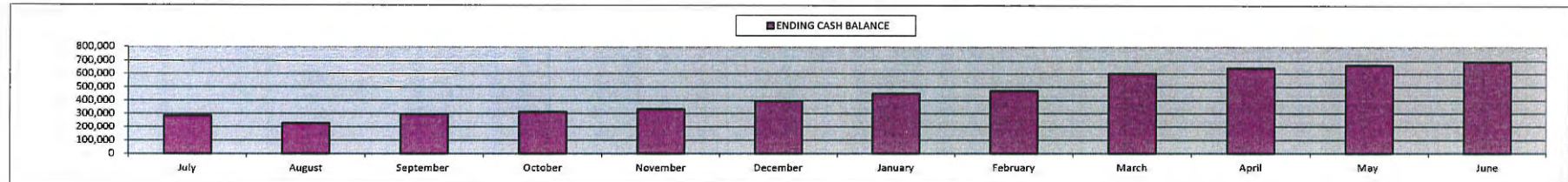
The Learning Choice Academy - II
Charter Petition - Financial Projections & Cash Flow
2018-19 Projected Monthly Cash Flow Statement

Description	2016-17 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		0	8,640	6,792	554,155	305,790	78,908	390,390	143,509	87,317	178,109	212,545	246,980	297,145	
REVENUES															
LCFF State Aid	1,969,447	-	-	728,695	-	-	354,500	-	177,250	177,250	177,250	177,250	177,250	-	1,969,447
Education Protection Account	62,916	-	-	15,729	-	-	15,729	-	-	15,729	-	-	15,729	-	62,916
In-Lieu-Of Property Taxes	1,006,971	-	-	281,952	-	-	181,255	-	-	181,255	90,627	90,627	90,627	90,627	1,006,971
Federal Revenues	67,269	-	-	-	-	-	-	-	-	-	-	-	-	67,269	67,269
Lottery Revenues	62,181	-	-	-	-	-	-	-	-	-	-	-	-	62,181	62,181
Other State Revenues	149,331	-	-	55,253	-	-	26,880	-	13,440	13,440	13,440	13,440	13,440	-	149,331
Other Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL REVENUES	3,318,114	-	-	1,081,629	-	-	578,364	-	190,690	387,674	281,317	281,317	297,046	220,077	3,318,114
EXPENDITURES															
All Certificated Salaries	1,288,709	-	107,392	107,392	107,392	107,392	107,392	107,392	107,392	107,392	107,392	107,392	107,392	107,392	1,288,709
All Classified Salaries	191,980	4,800	16,269	16,269	16,269	16,269	16,269	16,269	16,269	16,269	16,269	16,269	16,269	8,216	191,980
All Benefits	556,460	1,804	46,474	46,474	46,474	46,474	46,474	46,474	46,474	46,474	46,474	46,474	46,474	43,447	556,460
All Materials & Supplies	125,400	5,700	13,933	31,350	10,450	6,967	6,967	6,967	6,967	6,967	6,967	6,967	6,967	8,233	125,400
All Services and Operations	881,135	44,057	67,780	67,780	67,780	49,780	89,780	69,780	69,780	69,780	69,780	69,780	69,780	75,502	881,135
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENDITURES	3,043,683	56,360	251,848	269,265	248,365	226,882	266,882	246,882	246,882	246,882	246,882	246,882	246,882	242,791	3,043,683
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)															-
Loan Proceeds and other Cash Inflows		65,000	250,000												315,000
Net Change in Payables															-
Fixed Asset Acquisitions															-
Loan Repayment and Other Outflows				(265,000)						(50,000)					(315,000)
NET INCREASE (DECREASE)		65,000	250,000	(265,000)	0	0	0	0	0	(50,000)	0	0	0		0
ENDING CASH BALANCE		8,640	6,792	554,155	305,790	78,908	390,390	143,509	87,317	178,109	212,545	246,980	297,145		



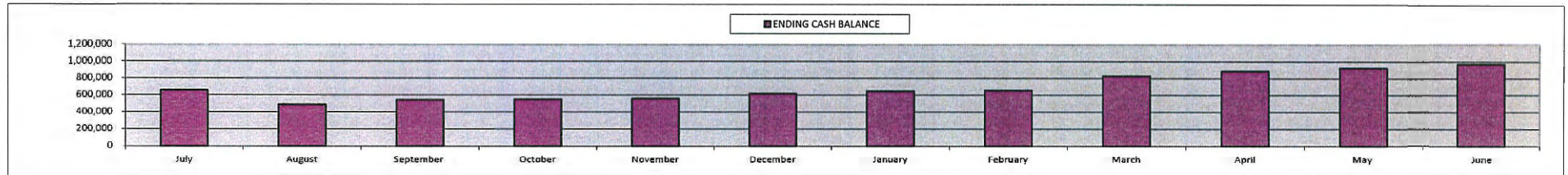
The Learning Choice Academy - II
Charter Petition - Financial Projections & Cash Flow
2019-20 Projected Monthly Cash Flow Statement

Description	2019-20 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		297,145	284,293	227,590	296,265	312,689	332,756	397,562	450,988	471,056	600,797	642,626	667,776	693,926	297,145
REVENUES															
LCFF State Aid	2,173,737	108,687	108,687	195,636	195,636	195,636	195,636	195,636	195,636	195,636	195,636	195,636	195,636	-	2,173,737
Education Protection Account	67,620	-	-	16,905	-	-	16,905	-	-	16,905	-	-	16,905	-	67,620
In-Lieu-Of Property Taxes	1,082,258	-	64,935	129,871	86,581	86,581	86,581	86,581	86,581	151,516	75,758	75,758	75,758	75,758	1,082,258
Federal Revenues	111,332	-	-	13,917	-	-	27,833	-	-	27,833	15,905	15,905	-	9,940	111,332
Lottery Revenues	66,717	-	-	-	-	-	-	33,359	-	-	16,679	-	-	16,679	66,717
Other State Revenues	165,057	8,253	8,253	14,855	14,855	14,855	14,855	14,855	14,855	14,855	14,855	14,855	14,855	-	165,057
Other Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL REVENUES	3,666,721	116,940	181,875	371,184	297,072	297,072	341,810	330,431	297,072	406,746	318,833	302,154	303,155	102,378	3,666,721
EXPENDITURES															
All Certificated Salaries	1,419,075	-	118,256	118,256	118,256	118,256	118,256	118,256	118,256	118,256	118,256	118,256	118,256	118,256	1,419,075
All Classified Salaries	255,283	6,382	21,634	21,634	21,634	21,634	21,634	21,634	21,634	21,634	21,634	21,634	21,634	10,925	255,283
All Benefits	646,923	2,097	54,029	54,029	54,029	54,029	54,029	54,029	54,029	54,029	54,029	54,029	54,029	50,510	646,923
All Materials & Supplies	131,170	5,962	14,574	32,793	10,931	7,287	7,287	7,287	7,287	7,287	7,287	7,287	7,287	8,612	131,170
All Services and Operations	938,452	46,923	75,798	75,798	75,798	75,798	75,798	75,798	75,798	75,798	75,798	75,798	75,798	57,751	938,452
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENDITURES	3,390,903	61,364	284,292	302,510	280,648	277,004	277,004	277,004	277,004	277,004	277,004	277,004	277,004	246,055	3,390,903
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		90,627	129,450												220,077
Loan Proceeds and other Cash Inflows		-	-												-
Net Change in Payables		(159,055)	(83,736)												(242,791)
Fixed Asset Acquisitions		-	-												-
Loan Repayment and Other Outflows		-	-												-
NET INCREASE (DECREASE)		(68,428)	45,714	0	0	0	0	0	0	0	0	0	0		(22,714)
ENDING CASH BALANCE		284,293	227,590	296,265	312,689	332,756	397,562	450,988	471,056	600,797	642,626	667,776	693,926		



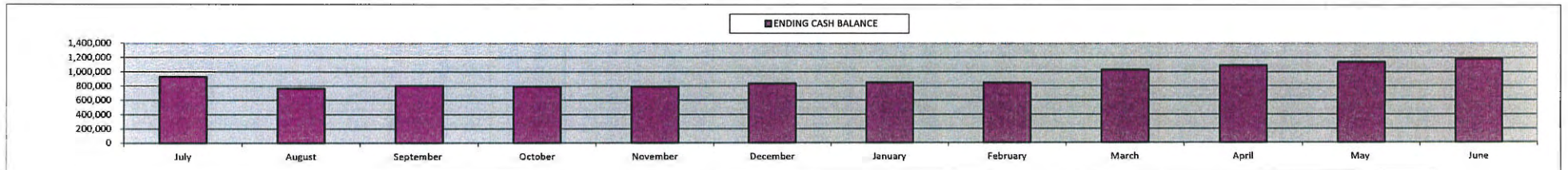
The Learning Choice Academy - II
Charter Petition - Financial Projections & Cash Flow
2020-21 Projected Monthly Cash Flow Statement

Description	2020-21 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		693,926	655,489	491,507	546,901	551,905	560,789	618,277	645,116	654,000	824,189	884,486	926,827	969,962	693,926
REVENUES															
LCFF State Aid	2,453,088	122,654	122,654	220,778	220,778	220,778	220,778	220,778	220,778	220,778	220,778	220,778	220,778	-	2,453,088
Education Protection Account	72,716	-	-	18,179	-	-	18,179	-	-	-	-	-	18,179	-	72,716
In-Lieu-Of Property Taxes	1,163,820	-	60,418	120,836	80,558	80,558	80,558	80,558	80,558	193,259	96,629	96,629	96,629	96,629	1,163,820
Federal Revenues	121,700	-	-	15,213	-	-	30,425	-	-	30,425	17,386	17,386	-	10,866	121,700
Lottery Revenues	71,820	-	-	-	-	-	-	17,955	-	-	17,955	-	-	35,910	71,820
Other State Revenues	177,493	8,875	8,875	15,974	15,974	15,974	15,974	15,974	15,974	15,974	15,974	15,974	15,974	-	177,493
Other Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL REVENUES	4,060,637	131,529	191,947	390,980	317,310	317,310	365,914	335,265	317,310	478,615	368,723	350,768	351,561	143,406	4,060,637
EXPENDITURES															
All Certificated Salaries	1,585,956	-	132,163	132,163	132,163	132,163	132,163	132,163	132,163	132,163	132,163	132,163	132,163	132,163	1,585,956
All Classified Salaries	282,087	7,052	23,906	23,906	23,906	23,906	23,906	23,906	23,906	23,906	23,906	23,906	23,906	12,072	282,087
All Benefits	761,074	2,467	63,562	63,562	63,562	63,562	63,562	63,562	63,562	63,562	63,562	63,562	63,562	59,423	761,074
All Materials & Supplies	139,680	6,349	15,520	34,920	11,640	7,760	7,760	7,760	7,760	7,760	7,760	7,760	7,760	9,171	139,680
All Services and Operations	1,003,292	50,165	81,035	81,035	81,035	81,035	81,035	81,035	81,035	81,035	81,035	81,035	81,035	61,741	1,003,292
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENDITURES	3,772,089	66,033	316,186	335,586	312,306	308,426	308,426	308,426	308,426	308,426	308,426	308,426	308,426	274,570	3,772,089
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		75,758	26,620	-	-	-	-	-	-	-	-	-	-	-	102,378
Loan Proceeds and other Cash Inflows		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Change in Payables		(179,692)	(66,363)	-	-	-	-	-	-	-	-	-	-	-	(246,055)
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Repayment and Other Outflows		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCREASE (DECREASE)		(103,934)	(39,743)	0	0	0	0	0	0	0	0	0	0	-	(143,677)
ENDING CASH BALANCE		655,489	491,507	546,901	551,905	560,789	618,277	645,116	654,000	824,189	884,486	926,827	969,962		



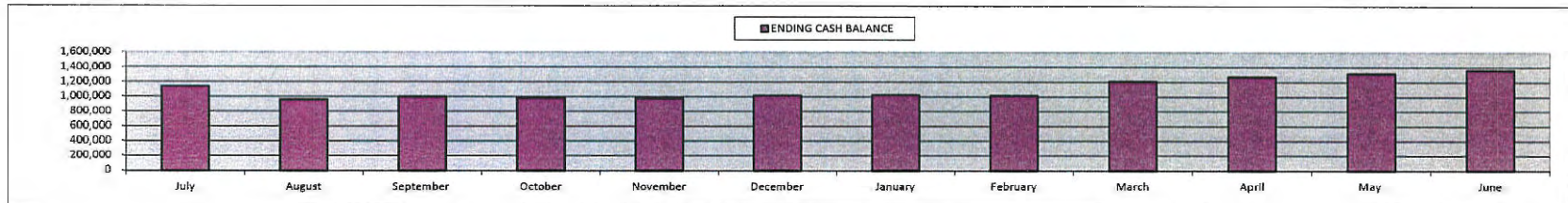
The Learning Choice Academy - II
Charter Petition - Financial Projections & Cash Flow
2021-22 Projected Monthly Cash Flow Statement

Description	2021-22 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		969,962	933,224	762,364	803,587	794,121	788,892	835,834	849,836	844,607	1,032,482	1,095,340	1,138,967	1,183,429	969,962
REVENUES															
LCFF State Aid	2,631,615	131,581	131,581	236,845	236,845	236,845	236,845	236,845	236,845	236,845	236,845	236,845	236,845	-	2,631,615
Education Protection Account	78,008	-	-	19,502	-	-	19,502	-	-	19,502	-	-	19,502	-	78,008
In-Lieu-Of Property Taxes	1,248,518	-	60,418	120,836	80,558	80,558	80,558	80,558	80,558	221,492	110,746	110,746	110,746	110,746	1,248,518
Federal Revenues	130,671	-	-	16,334	-	-	32,668	-	-	32,668	18,667	18,667	-	11,667	130,671
Lottery Revenues	76,923	-	-	-	-	-	-	19,231	-	-	19,231	-	-	38,462	76,923
Other State Revenues	190,424	9,521	9,521	17,138	17,138	17,138	17,138	17,138	17,138	17,138	17,138	17,138	17,138	-	190,424
Other Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL REVENUES	4,356,159	141,102	201,520	410,656	334,541	334,541	386,711	353,772	334,541	527,645	402,627	383,397	384,231	160,874	4,356,159
EXPENDITURES															
All Certificated Salaries	1,748,293	-	145,691	145,691	145,691	145,691	145,691	145,691	145,691	145,691	145,691	145,691	145,691	145,691	1,748,293
All Classified Salaries	310,192	7,755	26,287	26,287	26,287	26,287	26,287	26,287	26,287	26,287	26,287	26,287	26,287	13,275	310,192
All Benefits	877,073	2,843	73,250	73,250	73,250	73,250	73,250	73,250	73,250	73,250	73,250	73,250	73,250	68,480	877,073
All Materials & Supplies	152,552	6,934	16,950	38,138	12,713	8,475	8,475	8,475	8,475	8,475	8,475	8,475	8,475	10,016	152,552
All Services and Operations	1,065,579	53,279	86,066	86,066	86,066	86,066	86,066	86,066	86,066	86,066	86,066	86,066	86,066	65,574	1,065,579
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENDITURES	4,153,689	70,811	348,245	369,433	344,007	339,770	339,770	339,770	339,770	339,770	339,770	339,770	339,770	303,036	4,153,689
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		96,629	46,776	-	-	-	-	-	-	-	-	-	-	-	143,406
Loan Proceeds and other Cash Inflows		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Change in Payables		(203,658)	(70,912)	-	-	-	-	-	-	-	-	-	-	-	(274,570)
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Repayment and Other Outflows		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCREASE (DECREASE)		(107,029)	(24,136)	0	0	0	0	0	0	0	0	0	0	0	(131,165)
ENDING CASH BALANCE		933,224	762,364	803,587	794,121	788,892	835,834	849,836	844,607	1,032,482	1,095,340	1,138,967	1,183,429		



The Learning Choice Academy - II
Charter Petition - Financial Projections & Cash Flow
2022-23 Projected Monthly Cash Flow Statement

Description	2022-23 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		1,183,429	1,139,129	959,519	999,242	984,618	973,777	1,016,467	1,024,857	1,014,016	1,208,336	1,271,420	1,315,274	1,359,972	1,183,429
REVENUES															
LCFF State Aid	2,699,247	134,962	134,962	242,932	242,932	242,932	242,932	242,932	242,932	242,932	242,932	242,932	242,932	-	2,699,247
Education Protection Account	80,013	-	-	20,003	-	-	20,003	-	-	20,003	-	-	20,003	-	80,013
In-Lieu-Of Property Taxes	1,280,605	-	60,418	120,836	80,558	80,558	80,558	80,558	80,558	232,187	116,094	116,094	116,094	116,094	1,280,605
Federal Revenues	134,110	-	-	16,764	-	-	33,528	-	-	33,528	19,159	19,159	-	11,974	134,110
Lottery Revenues	76,923	-	-	-	-	-	-	19,231	-	-	19,231	-	-	38,462	76,923
Other State Revenues	190,808	9,540	9,540	17,173	17,173	17,173	17,173	17,173	17,173	17,173	17,173	17,173	17,173	-	190,808
Other Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL REVENUES	4,461,707	144,503	204,921	417,708	340,663	340,663	394,193	359,893	340,663	545,823	414,588	395,357	396,202	166,529	4,461,707
EXPENDITURES															
All Certificated Salaries	1,797,245	-	149,770	149,770	149,770	149,770	149,770	149,770	149,770	149,770	149,770	149,770	149,770	149,770	1,797,245
All Classified Salaries	318,878	7,972	27,024	27,024	27,024	27,024	27,024	27,024	27,024	27,024	27,024	27,024	27,024	13,647	318,878
All Benefits	939,547	3,045	78,468	78,468	78,468	78,468	78,468	78,468	78,468	78,468	78,468	78,468	78,468	73,357	939,547
All Materials & Supplies	136,189	6,190	15,132	34,047	11,349	7,566	7,566	7,566	7,566	7,566	7,566	7,566	7,566	8,942	136,189
All Services and Operations	1,097,892	54,895	88,676	88,676	88,676	88,676	88,676	88,676	88,676	88,676	88,676	88,676	88,676	67,563	1,097,892
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENDITURES	4,289,751	72,102	359,070	377,985	355,287	351,504	351,504	351,504	351,504	351,504	351,504	351,504	351,504	313,279	4,289,751
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		110,746	50,129				-								160,874
Loan Proceeds and other Cash Inflows		-											-		-
Net Change in Payables		(227,446)	(75,590)												(303,036)
Fixed Asset Acquisitions															-
Loan Repayment and Other Outflows		-	-				-				-				-
NET INCREASE (DECREASE)		(116,700)	(25,462)	0	0	0	0	0	0	0	0	0	0		(142,162)
ENDING CASH BALANCE		1,139,129	959,519	999,242	984,618	973,777	1,016,467	1,024,857	1,014,016	1,208,336	1,271,420	1,315,274	1,359,972		



APPENDIX E:

Fiscal Policies

The Learning Choice Academy

Subject: Petty Cash Funds

Policy #3000-18

Policy:

The purpose of a petty cash fund is to have cash available in the office of the Director for express charges, postage due, and other unforeseen small expenses which cannot conveniently be charged and handled in the usual manner.

1. The amount of cash funds at any school site shall not exceed \$50.
2. The Director or staff member in whose name the fund is created will be responsible for all expenditures made from it.
3. Each disbursement will be supported by a cash register tape, a sales slip, or other evidence of the expenditure. Such evidence will be summarized monthly or earlier if the fund needs replenishment.
4. The documents and the summary will be forwarded to the business office where a check will be issued to replenish the fund.
5. The amount on deposit plus receipts of disbursement must always equal the original amount of the fund.
6. Funds will be regularly audited by the business office.
7. Funds are subject to audit by the school's auditor.
8. Money left overnight in schools shall be kept in a safe or secured place.

The Learning Choice Academy

Subject: School Revolving Funds

Policy #3000-24

Policy:

School Revolving Fund

The Governing Board may establish by resolution a revolving cash fund of \$10,000 for use by the Director or designee in paying for goods, services and other charges determined by the Board, including supplemental payments required to correct any payroll errors.

The funds shall be deposited in a bank doing business locally, whose deposits are insured by FDIC. The Director shall be responsible for all payments into the account as well as expenditures from the account subject to the restrictions established by the Board.

The Board shall review and revise fund usage as appropriate.

Additional Revolving Funds

The Board also may, by resolution, establish revolving cash funds for use by staff members to pay for goods and services.

No funds maintained in a revolving fund shall be used in an attempt to influence government decisions, for entertainment purposes, or for any other purpose not related to classroom instruction.

The Board shall name the staff members who will have use and control of the funds. Staff so named shall be responsible for all payments into the accounts as well as expenditures from the accounts, subject to restrictions established by the Board.

The Board shall provide an audit of revolving funds on a regular basis.

MAY 18 2005

The Learning Choice Academy

Subject: Budget and Fiscal Reporting Calendar

Policy #3000-26

The Governing Board accepts responsibility for adopting a sound budget that is compatible with the school's vision and goals. The Board shall establish and maintain a reserve that is sufficient for contingencies and unforeseen emergencies. The Board encourages public input in the budget development process and shall approve all budgets in public board sessions in accordance with law.

The Executive Director will work with staff and consultants to prepare and develop budgets based on year-to-date actuals, legislative changes, funding outlook for the coming and future year, expansion or contraction plans affecting enrollment, and all other factors having a financial impact on the operation of the school. All budgets shall be considered preliminary prior to final Board approval at a public meeting.

The school's initial and interim budgetary process shall follow the provisions of Education Code 47604.33, as quoted below. Furthermore, each budget shall be approved by the due date set by the San Diego Unified School District for each required budget report, and delivered to the District by such date, but in no case later than the state-required deadlines.

A financial reporting calendar shall be approved by the Board for each fiscal year, no later than the approval date of the final budget, showing filing deadlines for each budget report.

Education Code 47604.33:

47604.33. (a) Each charter school shall annually prepare and submit the following reports to its chartering authority and the county superintendent of schools, or only to the county superintendent of schools if the county board of education is the chartering authority:

(1) On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.

(2) On or before December 15, an interim financial report. This report shall reflect changes through October 31.

(3) On or before March 15, a second interim financial report. This report shall reflect changes through January 31.

JUN 10 2007

JUN 10 2008

Approved 7/10/07

The Learning Choice Academy

Subject: Bank Transfers

Policy #3000-27

The school currently has two operating bank accounts:

- a) an account at the San Diego County Office of Education held in the County Treasury, which receives all state and district governmental deposits; and
- b) an operating checking account at Wells Fargo Bank, which is used to make all payroll and vendor payments, and which receives all local deposits such as donations.

In the course of business, regular transfers are required between the County account and the Wells Fargo account, in order to move state and district governmental funding into the operating account in order to meet payroll and other operational costs.

These transfers are handled through the County of San Diego WARP online transfer system. A request for transfer is made online through the password-protected site and must be subsequently approved by the San Diego City Unified School District. Only after submittal and SDUSD approval is the transfer processed.

To expedite such transfers, the school's third-party business service provider is hereby authorized by the Board to initiate such transfers through the WARP system and coordinate the approval process. The provider is only authorized to initiate transfers from one school account to the other school account to ensure enough operating cash is always available to meet ongoing needs. The provider may not initiate or approve any other types of transfers other than the internal transfers described above.

The provider is required to ensure that e-mail notification of any transfers is delivered to the school's Business Manager prior to the transfer date, and a confirmation of transfers is e-mailed to the Business Manager within 2 business days after such transfer.

APPROVED
JUN 10 2007
Approved 7/10/07

The Learning Choice Academy

Subject: Check Signatures

Policy #3000-29

All checks for amounts over \$5,000 will be signed by two authorized signers designated by The Learning Choice Academy.

Approved 4/7/2008

The Learning Choice Academy

Subject: Fixed Assets and Capitalization Policy

Policy #3000-30

PURPOSE AND SCOPE

The purpose of this Policy is to establish standard procedures for capitalizing fixed assets to facilitate the identification, reporting and safeguarding of TLC assets in compliance with generally accepted financial reporting requirements.

ASSET VALUE

Capital assets are valued at their historical cost. In the absence of historical cost information, the asset's estimated historical cost will be used. Donated assets are reported at fair market value on the date the asset is donated.

CAPITALIZATION THRESHOLD

The School will capitalize all individual assets with a cost of \$1,000 or more and that have an estimated useful life of one year or more.

DEPRECIATION METHOD

Capitalized assets are depreciated using the straight line method.

ESTIMATED USEFUL LIVES

The following guidelines are used in setting estimated useful lives for asset reporting:

Leasehold Improvements 10-20 years
Vehicles 5 – 10 years
IT/Technology Equipment 3-5 years

Approval Date: 7/22/2008

Revision Approval Date: 12/16/2008

The Learning Choice Academy

Subject: Staff Cash-Handling Policy

Policy #3000-31

Guidelines for school-approved collection of funds

- Funds are not to be collected for any event, including charities, except for school-sponsored events.
- School-sponsored events may not benefit one person or a cause to support one person.
- While staff may not collect funds for any student cause or charity, staff may post an announcement for charities or sales that students are sponsoring, as long as all advertisements state that the event in question is not school sponsored and funds may not be collected at school.
- In order for an event to be school sponsored, an approval form must be submitted to and approved by the School Director before any advertising or collection of funds may begin.

The following cash-handling procedures should be followed by all staff members:

- Cash may only be handled by a staff member after approval has been granted by the school director. For any particular school-sponsored event, the IAs, Events Coordinator, and Administrative Assistant are authorized to handle cash. Any other staff member must be preapproved by the school director.
- A receipt should be issued to the customer by the cash collection point immediately upon receipt of cash
- All cash and checks should be stored in a safe, locked drawer.
- All checks and cash should be totaled and recorded on a deposit form and submitted to the school's Associate Budget Analyst within three (3) days of the event.

Approval Date: 5/18/2010

APPENDIX F:

Letter of Intent from El Dorado SELPA



Ed Manansala Ed.D.
County Superintendent of
Schools
El Dorado County
Office of Education

David M. Toston
Associate Superintendent
El Dorado County
SELPA/Charter SELPA

June 8, 2017

Debi Gooding
Executive Director
4215 Spring Street, Suite A-104
La Mesa, CA 91941

Re: The Learning Choice Academy

Dear Ms. Gooding,

The Learning Choice Academy joined the El Dorado Charter SELPA in July 2010. They are a member in good standing and have demonstrated the commitment and capacity to function as an LEA for special education services.

Pursuant to our local plan, we prioritize the admission of new schools operated by a current member of our SELPA. Accordingly, based on the aforementioned good standing, The Learning Choice Academy has met the approval criteria for expansion within the El Dorado Charter SELPA.

Please contact me if you have any questions.

Sincerely,

Ginese Quann
Charter SELPA Director

GQ:kc

APPENDIX G:

Petition Signatures

Signature Page for Teachers – The Learning Choice Academy-Chula Vista

We the undersigned believe that the attached charter for the creation of The Learning Choice Academy-Chula Vista (the "Charter School") merits consideration and hereby petition the governing board of the Chula Vista Elementary School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Debi Gooding
Name

Debi Gooding
Signature

10/31/17
Date

The petitioners recognize Debi Gooding as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Chula Vista Elementary School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Rosa Latorre	<i>Rosa Latorre</i>	10/31/17	Multiple Subj.	619 656 4220 x135
Ingrid Armes	<i>Ingrid Armes</i>	10-31-17	Multiple Subject	858-761-8946
Cristian Aguilera	<i>Cristian Aguilera</i>	10/31/17	Math	619-746-1655
Brikkia Cephus	<i>Brikkia Cephus</i>	10/31/17	Biology	619-954-378
Mike Keene	<i>Mike Keene</i>	10/31/17	English	619-922-4323
Lucia Vega	<i>Lucia Vega</i>	11/3/17	Bil. Mult. Subreect M/M sped	(619) 921-0220
Deanna Carey	<i>Deanna Carey</i>	11/3/17	mult. sub	619-517-7172
Anna Knudsen	<i>Anna Knudsen</i>	11/3/17	mult. sub. Credential Single subject English single subject Spanish	(619) 972-8520
Fate Johnson	<i>Fate Johnson</i>	11/3/17	Mult. Sub	(619)-764-1873
Nicholas Ferrantello	<i>Nicholas Ferrantello</i>	11/3/17	Mult. Sub.	(619) 818-6818

Signature Page for Teachers – The Learning Choice Academy-Chula Vista

We the undersigned believe that the attached charter for the creation of The Learning Choice Academy-Chula Vista (the “Charter School”) merits consideration and hereby petition the governing board of the Chula Vista Elementary School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Name Debi Gooding

Debra Gray
Signature

10/31/17
Date

The petitioners recognize Debi Gooding as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Chula Vista Elementary School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Celica León-Sandoz	Celica Sandoz	11/3/17	Mult. Subj.	(619) 250-9603
Mary Leeds	Mary Leeds	11/3/17	Mult. Subj.	619-248-5332
Laura Moreno	Laura Moreno	11-3-17	multiple subj / BCC	619-863-7150
Rhonda Salyer Wagon	Rhonda Salyer Wagon	11-3-2017	Single Subj	619-507-2219
Joe Meekins	Joe Meekins	11-3-17	Special Education	823-2189

APPENDIX H:

Curriculum Catalogs and Scope and Sequence

Elementary School Core Choices 2016-2017

ONLINE CURRICULUM

Time4Learning

Gr. K-5

Time4Learning is an approach that takes advantage of today's technology. It's a convenient, online home education program that combines learning with fun educational teaching games.

Time4Learning helps parents build interesting diverse days. By shifting from computer-based lessons to discussion, or from paper and pencil exercises to art projects, children stay engaged and benefit from different teaching methods. Variety keeps children motivated and attentive throughout the day. Time4Learning's online learning system combines in one homeschool curriculum interactive lessons, multimedia reinforcement activities, printable worksheets, learning games, and assessments with reports.

Subjects Covered: Language Arts and Math; Social Studies and Science will need to be ordered separately

Format: Online program – requires Internet access

Learning Style: multi-sensory

Teaching Style: structured, low prep, moderate interaction required; basic computer skills required

READING AND PHONICS

Reading A-Z

Gr. K-4

Print 1,300+ books and thousands of reading resources - anytime, anywhere. Resources include Leveled Readers, Benchmark Books and Running Records, Lessons and Worksheets, Phonics Program, Phonic Awareness Materials, Poetry Books, Alphabet Materials, High-Frequency Word Books, Vocabulary Books and Activities, Fluency Passages, Reader's Theater Scripts, Assessments, and more! There are even books in both Spanish and French. You can select to have access to these materials via the computer from your own home or you may choose to have your EP print them for you.

Language Arts Strands Covered: phonics, reading fluency and comprehension

Format: downloadable readers, games, worksheets and more

Learning Style: self-paced, high interest

Teaching Style: flexible, no prep, moderate interaction required

Publisher: www.learninga-z.com

Excursions

Gr. K

Traditional Textbook: The Kindergarten Excursions Program offers comprehensive teacher support and resources for effective literacy. This program does not use an anthology, but rather a collection of story Sounds of Letters CD, Sound/Spelling Cards, and much more. Separate cover phonics and reading skills.

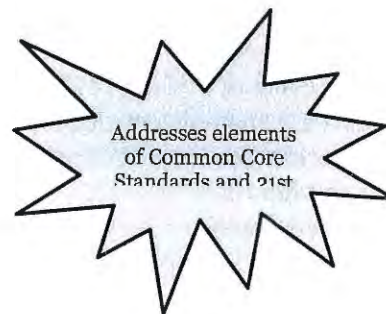
Format: textbooks with consumable workbooks

Language Arts Strands Covered: Phonics, reading comprehension, skills, spelling

Learning Style: traditional textbook format, colorful, high interest

Teaching Style: structured or flexible, some prep; moderate interaction required

Publisher: Harcourt Publishers



instruction.
books, a
workbooks

reading

Excursions Anthologies *Please note that by clicking this link, you will be prompted to enter your email address to receive a link for a free download of a 3 Read Aloud Vocabulary Anthology.

Gr. 1-5

Traditional Textbook: The anthologies in this series provide research-based instruction that covers a variety of genres, cross-curricular literature, award-winning selections, authors, and illustrators. Separate workbooks cover phonics (grades 2-3), grammar, spelling and reading skills.

Format: textbooks with consumable workbooks

Language Arts Strands Covered: Phonics, reading comprehension, reading spelling, grammar

Learning Style: traditional textbook format, colorful, high interest

Teaching Style: structured or flexible, some prep; moderate interaction required

Publisher: Harcourt Publishers

Pairing Suggestion: *Writing A-Z* or *Inside Writing*



Grade

skills,

Explode the Code

K-4

This is a student-centered format encouraging independent work. practice writing, reading, matching, spelling, and copying sounds and too much writing required on each page. All illustrations are done by space for writing answers; no dotted lines for answers.

Language Arts Strands Covered: phonics

Format: black-and-white consumable workbooks

Learning Style: independent, likes humor, high interest

Teaching Style: structured, no prep, low interaction required

Publisher: EPS



Students
words. Not
kids. Large

WRITING

Writing A-Z

Gr. K-5

This program gives wonderful support for parents as they teach their the how-tos of writing. It provides lesson plans, graphic organizers, model and rubrics for each genre of writing. Lessons are either established for your EP or you can help strategize the instruction.

Language Arts Strands Covered: Writing

Format: learning packets

Learning Style: multi-sensory

Teaching Style: flexible, low prep, moderate interaction required

Publisher: www.learninga-z.com



children
writing,
you by

English

Gr. 1-5

Traditional Textbook: This program helps students become powerful, writers by building strong grammar, usage, and mechanics skills through world applications. It covers multiple genres throughout the book.

Language Arts Strands Covered: writing, grammar



motivated
real-

Format: traditional hardback textbook with an accompanying consumable workbook

Learning Style: reading/writing

Teaching Style: structured or flexible, moderate prep, moderate interaction required; high parent support

Publisher: Houghton Mifflin

Pairing Suggestions: TLC Literature Units

Writing With Ease

Gr. 1-5

With the Complete Writer series, Susan Wise Bauer turns every parent into a writing teacher. No experience is needed. A carefully-designed sequence of steps will teach every student to put words on paper with ease and grace. This alternative plan for teaching writing combines the best elements of old-fashioned writing instruction with innovative new educational methods.

Language Arts Strands Covered: Writing

Format: Soft-back book and Teacher's edition

Learning Style: structured

Teaching Style: *Well Trained Mind*

Pairing Suggestion: The Ordinary Parent's Guide to Teaching Reading Combo Pack; First Language Lessons for the Well-Trained Mind

Publisher: Peace Hill Press

GRAMMAR

Core Skills: Language Arts

Gr. 1-5

Developed to improve grammar skills and standardized test scores, this program contains activities that present only one skill per page, beginning with the grammatical rule and specific examples that model the following activities. The "rule-example-practice" activity format is ideal for independent study.

Language Arts Strands Covered: grammar

Format: consumable workbook

Learning Style: reading/writing, independent

Teaching Style: structured, no prep, low interaction required

Publisher: Steck Vaughn

First Language Lessons for the Well-Trained Mind

Gr. 1-5

A complete scripted grammar and writing text for those first two all-important years of study. The program uses copywork, narration, dictation, picture study to develop the young student's language ability.

Language Arts Strands Covered: grammar, writing

Format: spiral-bound, non-consumable (students write on their own paper)

Learning Style: reading/writing; auditory

Teaching Style: *Well-Trained Mind*; structured, low prep, high interaction required

Publisher: Peace Hill Press

SPELLING and VOCABULARY

Spelling Workout

Gr. 1-5

This program uses a kid-friendly sports theme to help make learning spelling systematic and fun! Student edition includes cross-curricular reading selections, high utility list words, writing/proofreading exercises, and a dictionary at the back of each book. The beginning of each lesson has a spelling "rule" clearly stated so children may memorize it.

Language Arts Strands Covered: spelling

Format: consumable workbook

Learning Style: reading/writing

Teaching Style: structured, no prep, low interaction required

Publisher: Modern Curriculum Press (MCP)

Vocabulary for Achievement

Gr. 4-5

This program helps students develop the vocabulary skills and strategies needed for reading and comprehending and for writing. The 30 lessons in each grade level of this program are divided into 6 strands, each supported by 5 lessons. Each set of 5 lessons develops not only carefully chosen vocabulary words, but also particular vocabulary skills and strategies that are necessary in building a facility with words.

Language Arts Strands Covered: vocabulary

Format: Consumable workbook

Learning Style: reading/writing, directed; challenging—younger students who are good spellers may benefit from the added skills taught in this series

Teaching Style: structured, no prep, low interaction required

Publisher: Great Source

HANDWRITING

Handwriting Without Tears

Gr. K-5

Handwriting Without Tears is developmentally based and works for children of all abilities. It uses a multi-sensory approach and is easy to teach and fun to learn. Clear and easy-to-follow lesson plans. There are also tips for helping your child overcome specific handwriting difficulties.

Language Arts Strands Covered: Handwriting

Format: consumable workbooks

Learning Style: multi-sensory approach, excellent for children having difficulty with handwriting

Teaching Style: structured, moderate prep, high interaction required

Publisher: Handwriting without Tears

Cursive Connections

Gr. 3-5

This workbook and guide is fairly traditional in the methods it uses for teaching handwriting. One distinction emphasized is letter connections, so letters are never practiced alone, but always paired with another letter. It doesn't offer as much practice as other handwriting curricula, so it works best for the older student who has decided it's time to learn cursive handwriting, or for students who need additional practice. Comes in Modern and Traditional Cursive.

Language Arts Strands Covered: handwriting

Format: black and white worksheets

Learning Style: for students who like concrete lessons

Teaching Style: structured, low prep, low interaction required

Publisher: Acacia Publishing

Reading A-Z: Printing and Cursive

Gr. K-5

One of the best ways to teach letter shapes is to have children write the letters. The Letter Formation Worksheets are ruled worksheets for each letter of the alphabet that provide practice in uppercase and lowercase letter formation. They come in Zaner-Bloser style, D'Nealian style, and cursive style.

Language Arts Strands Covered: handwriting

Format: black and white worksheets

Learning Style: for students who like concrete lessons

Teaching Style: structured, low prep, low interaction required

Publisher: www.learninga-z.com

MATHEMATICS

Saxon Math

Gr. K-2/3

The heart of each K-3 program is the teacher's manual, which employs a unique instructional format. It contains daily lessons, each of which includes pre-instruction preparation instructions, a list of materials, and the entire scripted lesson. Skills are taught in incremental fashion with lots of reinforcement in ensuing lessons. Students complete lessons in a tablet and use manipulatives to gain understanding of mathematical concepts.

Format: consumable student tablets, black and white format

Learning Style: Students who benefit from incremental teaching and lots of reinforcement, kinesthetic

Teaching Style: structured, low prep, moderate interaction required, provides high teaching support

Publisher: Saxon Publishers

Saxon Math

Gr. 3/4-5

This program is based on introducing a topic to a student and then allowing the student to build upon that concept as they learn new ones. Topics are never dropped, but are instead increased in complexity and practiced every day, providing the time required for concepts to become totally familiar. This program for upper grades includes a student text, tests and worksheets, and a solutions manual that has full, step-by-step answers to all of the lesson problems.

Format: softbound text from 3rd/4th on up; students will have to write assignments on separate paper

Learning Style: students who benefit from incremental teaching and lots of reinforcement

Teaching Style: structured, low prep, low interaction required, black and white format

Publishers: Saxon Publishers

Math in Focus

Gr. 1-5

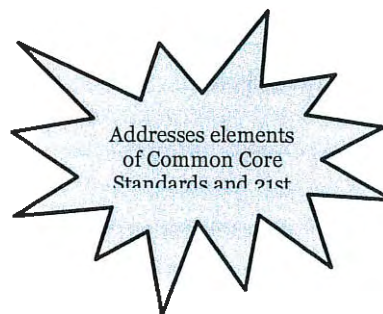
This program provides an authentic Singapore math curriculum—problem solving as the focus of mathematical learning. This complete teaches concepts using a concrete–pictorial–abstract learning progression to anchor learning in real-world, hands-on experiences. *Math* has been used by our AIM program since the beginning. This curriculum California Adoption List of materials for teaching the Common Core State

Format: textbook with consumable workbooks; full color format

Learning Style: traditional textbook format plus opportunities for and challenging the students.

Teaching Style: structured, moderate prep, moderate interaction required, provides high teaching support

Publisher: Houghton-Mifflin Harcourt



highlighting
program

in Focus
is on the
Standards.

reteaching

SOCIAL STUDIES

Traditional Textbook Social Studies

Gr. 1-5

Employs a content-rich, relevant narrative to provide an integrated approach to skills development and reading support. Standard public school textbook with activity materials. This program is aligned to grade level California Content Standards in History-Social Science.

Format: traditional textbook with reproduced student activity pages

Learning Style: traditional textbook format; online activities (Discovery Education) can be used to reinforce learning

Teaching Style: structured or flexible, moderate prep, moderate interaction required, provides high teaching support

Publisher: Houghton-Mifflin

The Story of the World, Vol. 1-4

Gr. K-5

Volume 1: The Ancients (5000 BC – 400 AD)

Volume 2: The Middle Ages (400 – 1600)

Volume 3: Early Modern Times (1600 – 1850)

Volume 4: The Modern Age (1850-1994)

Told in a straightforward, engaging style this four-volume set covers the sweep of human history from ancient times until the present. Find out what happened around the world in long-ago times. This read-aloud series is designed for parents to share with elementary school children. Activity books, tests, and student pages accompany all four volumes.

Format: soft bound book plus activity book and optional test packet

Learning Style: multi-age, auditory, project and activity based

Teaching Style: flexible, moderate prep, moderate to high interaction required

Publisher: Peace Hill Press

Do California!

4th grade

The *Do California!* social studies curriculum was designed for California History teachers and parents searching for a comprehensive California unit study or homeschool social studies curriculum closely aligned with California State Standards. The program is divided into four sections and each lesson requires students to complete vocabulary cards, read about a California topic, and complete a comprehension activity that will expose them to various standardized test formats. In addition, each lesson includes a balanced mix of lower and higher level activities for the students to complete. Vocabulary quizzes, mapping, graphing, puzzles, research, writing, time lines, and following directions are the types of activities that will help students learn more about California. Additional supplemental materials are available.

Format: spiral bound teacher's edition and Teacher's Resource, with student edition and consumable student workbook

Learning Style: directed

Teaching Style: low prep

Publisher: Splash Publications

A History of US

Gr. 5

Your child will learn all about American history in an interesting format. No stale textbook here. Each volume covers a specific period of our history. These books are filled with historical photographs, political cartoons, and first hand accounts of history. They work great as a backbone of a Unit Study as well as for read-aloud and private readings. Fifth grade California State Standards are covered in books 1-5 (Early Americans through 1860). This program is aligned to grade level California Content Standards in History-Social Science.

Format: multi-volume set of non-consumable readers with reproducible study sheets and tests

Learning Style: dependent or independent

Teaching Style: structured or flexible, moderate prep, moderate to high interaction required

Publisher: Oxford Press

SCIENCE

Harcourt Science

Gr. 1-5

Limited quantities available

A traditional public school text teaching science that is supported by optional online activities (through Discovery Education and Science A-Z). Comes with a textbook and workbook for the student and includes a number of lab experiments in each chapter of the text. This program is aligned to grade level California Content Standards in Science.

Format: traditional textbook plus consumable workbook

Learning Style: traditional textbook format; multi-sensory

Teaching Style: structured, low prep, moderate interaction required

Publisher: Harcourt School Publishers

National Geographic Science

Gr. K-2; 3-5

In the K-2 grade program, Big Ideas Books serve as the core of the science instruction for the unit. This program fully-integrates inquiry, content, and literacy through a series of units addressing Life, Earth, and Physical science.

In the 3-5 grade programs, three volumes (Life, Earth, and Physical) segmented by science strand, deliver the core science content. "Become an Expert" sections portray science through real world contexts. This program is aligned to grade level California Content Standards in Science.

Format: traditional textbook with black and white worksheets

Learning Style: traditional textbook format; multi-sensory

Teaching Style: structured, low prep, moderate interaction required

Publisher: National Geographic School Publishing

**Middle School Core Choices
2016-17**

ONLINE CURRICULUM

Time4Learning

Gr. 6-7

Time4Learning is an approach that takes advantage of today's technology. It's a convenient, online home education program that combines learning with fun educational teaching games. Time4Learning helps parents build interesting diverse days. By shifting from computer-based lessons to discussion, or from paper and pencil exercises to art projects, children stay engaged and benefit from different teaching methods. Variety keeps children motivated and attentive throughout the day. Time4Learning's online learning system combines in one homeschool curriculum interactive lessons, multimedia reinforcement activities, printable worksheets, learning games, and assessments with reports.

Subjects Covered: Language Arts and Math; Social Studies and Science curriculum will need to be ordered

Format: Online program – requires Internet access; Grade level Content Standards will also be given

Learning Style: multi-sensory

Teaching Style: structured, low prep, moderate interaction required; basic computer skills required

For a Better Look...Check out www.time4learning.com

READING

Elements of Literature

Gr. 6-8

Utilizes a skills-centered approach and a foundation of literature. Students are able to learn and master one skill at a time while being immersed in classic and contemporary literature. Colorful, high interest. Auxiliary materials available also for free on the Internet. Includes writing lessons as well as literature skills.

Format: traditional hardback text

Language Arts Strands Covered: reading, some writing

Learning Style: traditional public school

Teaching Style: structured or flexible, moderate prep, moderate interaction required

Publisher: Holt Rinehart

Glencoe Literature: Reader's Choice ****Enter the following access code: E116204650**

Gr. 7-8

Utilizes a skills-centered approach and a foundation of literature. Students are able to learn and master one skill at a time while being immersed in classic and contemporary literature. Colorful, high interest. Auxiliary materials available also for free on the Internet. Includes writing lessons as well as literature skills. *Limited Teacher's Editions available*

Format: traditional hardback text

Language Arts Strands Covered: reading, writing

Learning Style: traditional public school

Teaching Style: structured or flexible, moderate prep, moderate interaction required

Publisher: Glencoe

WRITING

English

Gr. 6

This program helps students become powerful, motivated writers by building strong grammar, usage, and mechanics skills through real-world applications. It covers multiple genres throughout the book.

Language Arts Strands Covered: grammar, writing

Format: traditional hardback textbook with consumable workbook

Learning Style: reading/writing

Teaching Style: structured or flexible, moderate prep, moderate interaction required; high parent support
Publisher: Houghton Mifflin

Inside Writing

Gr. 6-8

Sentences, Paragraphs, Narratives, Descriptions, Expository Essays, Persuasive Essays, Responses to Literature, Research Reports, Letters* *Letters not available for 6th grade

The *Inside Writing* units address basic types of writing, including those types often featured on state tests. There are nine units per grade level. All of the units are ready to implement: everything students need to complete their work is included, from step-by-step guidelines to high-interest writing models and space for students to do their work. Each page within the unit is self-contained. The design of this program is helpful for struggling writers. The Teacher's Edition contains helpful background information, daily lesson plans, assessed writing samples, prompts for additional writing, and much more.

NOTE: The Description unit will come first unless Sentences or Paragraphs has been specially requested.

Language Strands Covered: Writing

Format: Portfolio style

Learning Style: structured, has suggestions for multiple learning styles

Teaching Style: structured

Publisher: Write Source

Write Source

Gr. 6-8

Write Source reflects the latest research on writing and learning and provides everything students need to become better writers, thinkers, and learners, including clear coverage of the writing process and the six traits of writing within every unit; detailed information on all the key forms of writing, complete with student models, clear writing guidelines, and practice activities; integrated mechanics, usage, and grammar activities.

Language Strands Covered: Writing, grammar

Format: handbook with exercises included; teacher's edition, grammar workbook (optional)

Learning Style: visual

Teaching Style: May be used in structured or flexible format; low prep, moderate interaction

Publisher: Great Source

GRAMMAR

Core Skills: Language Arts

Gr. 6-8

Developed to improve grammar skills, this program contains activities that present only one skill per page, beginning with the grammatical rule and specific examples that model the following activities. The "Rule-example-practice" activity format is ideal for independent study.

Language Arts Strands Covered: grammar

Format: consumable workbook

Learning Style: reading/writing, independent

Teaching Style: structured, no prep, low interaction required

Publisher: Steck-Vaughn

Easy Grammar

Gr. 6-8

Just like it says...easy. The idea is to cross out prepositions first and then it becomes easier to classify the remainder of the sentence. In addition to grammar concepts, capitalization, punctuation, sentence types, phrases/clauses and more are included. Ample practice worksheets are offered for each skill.

Language Arts Strands Covered: grammar

Format: Teacher's soft back book plus student workbook

Learning Style: directed, incremental

Teaching Style: structured, no prep, low interaction required

Publisher: Easy Grammar Systems

SPELLING/VOCABULARY

Spelling Workout

Gr. 6-8

This program uses a kid-friendly sports theme to help make learning spelling systematic and fun! Student edition includes cross-curricular reading selections, high utility list words, writing/proofreading exercises, and a dictionary at the back of each book. The beginning of each lesson has a spelling "rule" clearly stated so students may memorize it.

Language Arts Strands Covered: spelling

Format: consumable workbook

Learning Style: reading/writing

Teaching Style: structured, no prep, low interaction required

Publisher: Modern Curriculum Press (MCP)

Vocabulary for Achievement

Gr. 6-8

Introductory Course

First Course

Second Course

This program helps students understand and use words effectively. Each level of the program contains 30 six-page lessons featuring 10 grade-level appropriate words to help students build a solid vocabulary. All analogy sections are compatible with the types of analogies currently found on the SAT—to provide effective preparation for the SAT and other college-entrance exams.

Language Arts Strands Covered: vocabulary

Learning Style: reading/writing, directed

Teaching Style: structured, no prep, low interaction required

Publisher: Great Source

MATHEMATICS

Math in Focus

Gr. 6-8

This program provides an authentic Singapore math curriculum—highlighting problem solving as the focus of mathematical learning. This complete program teaches concepts using a concrete—pictorial—abstract learning progression to anchor learning in real-world, hands-on experiences. This curriculum is on the California Adoption List of materials for teaching the Common Core State Standards and is used in the Middle School onsite Math classes.

Format: hardback text, full color format

Learning Style: traditional textbook format plus opportunities for reteaching and challenging the students.

Teaching Style: structured, moderate prep, moderate interaction required, provides high teaching support

Publisher: Houghton-Mifflin Harcourt

Saxon Math

Gr. 6-8

Math 76

Math 87

This program is based on introducing a topic to a student and then allowing the student to build upon that concept as they learn new ones. Topics are never dropped, but are instead increased in complexity and practiced every day, providing the time required for concepts to become totally familiar.

This program includes a student text, tests and worksheets, and a solutions manual that has full, step-by-step answers to all of the lesson problems.

Format: softback text; comes with complete solutions manuals and test booklets

Learning Style: students who benefit from incremental teaching and lots of reinforcement

Teaching Style: structured, low prep, low interaction required, provides high teaching support (includes solutions manual)

Publisher: Saxon Publishers

SOCIAL STUDIES

Traditional Textbook Social Studies

Gr. 6-8

Employs a content-rich, relevant narrative to provide an integrated approach to skills development and reading support. Standard public school textbook with activity materials. This program is aligned to grade level California Content Standards in History-Social Science.

Format: traditional textbook with reproduced Study Workbook; audio versions of the textbook are available for ESL students or students with reading difficulties.

Learning Style: traditional textbook format; online activities can be used to reinforce learning

Teaching Style: structured or flexible, moderate prep, moderate interaction required, provides high teaching support

Publisher: Houghton-Mifflin

A History of US

Gr. 8

Your child will learn all about American history in an interesting format. No stale textbook here. Each volume covers a specific period of our history. They work great as a backbone of a Unit Study as well as for read-aloud and private readings. Eighth grade students should cover at least volumes three through eight. Topics include "From Colonies to Country," "The New Nation," "Liberty for All?," "War, Terrible War," "Reconstructing America," and "An Age of Extremes." This program is aligned to grade level California Content Standards in History-Social Science.

Format: multi-volume set of non-consumable readers with reproducible study sheets and tests

Learning Style: dependent or independent

Teaching Style: structured or flexible, moderate prep, moderate to high interaction required

Publisher: Oxford Press

Prime Social Studies

Gr. 6-8

Ancient Civilizations (6)

World Cultures (7)

American History (8)

Your child will cover grade-level California Content Standards in History-Social Science in this collection of high interest, easy readability books. These books help develop student's ability to analyze, interpret, and make connections between current and historical events. This program is good for students who struggle with reading.

Format: multi-volume set of non-consumable readers with reproducible student and teacher pages

Learning Style: dependent or independent

Teaching Style: structured or flexible, moderate prep

Publisher: Benchmark Education

SCIENCE

Science Voyages

Gr. 6-8

Earth Science

Life Science

Physical Science

Traditional textbooks provide abundant information on one of the three strands of science listed above. Numerous online tools for learning science (study guides, online quizzes, web links, etc.) are available. This program is aligned to grade level California Content Standards in Science.

Format: traditional hardback textbook and reproducible workbooks

Learning Style: traditional public school, multi-sensory

Teaching Style: structured or flexible, moderate prep, moderate interaction required

Publisher: Glencoe

Science Explorer Series

Gr. 6-8

Earth Science

Life Science

Physical Science

Your student will focus on a strand of science listed above in series of 5-6 books. This series provides a great alternative to a traditional textbook. This program has a balance of content and hands-on science inquiry. Worksheets and assessments are also available. This program is aligned to grade level California Content Standards in Science.

Format: multi-volume set of non-consumable books

Learning Style: multi-sensory

Teaching Style: structured or flexible, moderate prep

Publisher: Prentice Hall

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
---------------------------------	--------	---------------------	--------------------	------------------

English

English 9-1 (p) English 9-2 (p)	9	College Prep Course Fulfills English Graduation Requirement Fulfills "B" Requirement for UC/CSU (English)	English 9 is a rigorous course designed to begin the preparation for college. Students read novels, dramas, short stories, poetry, and nonfiction works and learn to analyze and compare writings in terms of theme, historical influence, and literary devices employed. Vocabulary is expanded through the study of word roots, students broaden listening and speaking skills, and learn to write effectively and coherently. They produce a variety of writings including creative pieces, and autobiographical, expository, analytic, reflective, persuasive, cause and effect, compare and contrast, and research essays. Students will complete a midterm ¹ and final. <i>This is a one-year, 10-unit course</i>	<i>Literature: Glencoe Reader's Choice Course 4</i> <i>Writing: assignments from Glencoe Reader's Choice</i> <i>Vocabulary: Great Source Vocabulary for Achievement Course 3</i>
English 9-1 English 9-2	9	Graduation Course Fulfills English Graduation Requirement	English 9 focuses on establishing the foundational skills students will need to be successful in higher level English courses. They will read and respond to historically or culturally significant works of literature. They will develop essay-writing skills and will complete a series of writing assignments, such as responses to literature, expository and argumentative essays, technical documents, and business letters. Students will complete a midterm and final or an alternative form of assessment that is comprehensive in nature may be proposed. <i>This is a one-year, 10-unit course</i>	<i>Literature: Glencoe Reader's Choice Course 4 or Selected Novels and Literature Response Activities</i> <i>Writing: assignments from Glencoe Reader's Choice or AGS Basic Composition or Time4writing</i> <i>Vocabulary: Great Source Vocabulary for Achievement Course 3</i>
English Fundamentals 9-1 English Fundamentals 9-2	9	Graduation Course Fulfills English Graduation Requirement Prior Approval Needed	This course emphasizes grammar skills, beginning with sentence patterns and going on to the eight parts of speech, phrases, and clauses. It reviews spelling, capitalization, and punctuation. Students practice these skills by completing several writing assignments, including definition, compare and contrast, narrative, research essay, poetry, response to literature, and letter writing. Students read novels, dramas, short stories, poetry, and nonfiction works and learn to analyze and compare writings in terms of theme, historical influence, and literary devices employed. <i>This is a one-year, 10-unit course</i>	<i>Bridges to Literature 1</i>

¹ 2017-2018

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
English 10-1 (p) English 10-2 (p)	10	Graduation Course Fulfills English Graduation Requirement Fulfills "B" Requirement for UC/CSU (English)	English 10 is a rigorous course designed to prepare students for college. Students read novels, dramas, short stories, poetry, and nonfiction works that come from various world cultures and eras and analyze and compare writings in terms of theme, historical influence, and literary devices employed. Vocabulary is expanded through the study of word roots, students broaden listening and speaking skills, and write effectively and coherently. They produce a variety of writings including performance scripts, creative pieces, and autobiographical, expository, analytic, reflective, persuasive, cause and effect, compare and contrast, and research essays. Students will complete a midterm and final. <i>This is a one-year, 10-unit course</i>	<i>Literature: Glencoe Reader's Choice: World Literature</i> <i>Writing: assignments from Reader's Choice</i> <i>Vocabulary: Great Source Vocabulary for Achievement Course 4</i>
English 10-1 English 10-2	10	College Prep Course Fulfills English Graduation Requirement	English 10 focuses on establishing the foundational skills students will need to be successful in higher level English courses. They will read and respond to historically or culturally significant works of literature. Students will continue to develop essay-writing skills and will complete a series of writing assignments, such as responses to literature, expository and persuasive compositions, technical documents, and business letters. Students will complete a midterm and final; an alternative form of assessment that is comprehensive in nature may be proposed. <i>This is a one-year, 10-unit course</i>	<i>Literature: Glencoe Reader's Choice Course 5 or Glencoe Reader's Choice: World Literature or AGS World Literature or Selected Novels and Literature Response Activities</i> <i>Literature: Glencoe Reader's Choice: World Literature</i> <i>Writing: assignments from Reader's Choice or Time4writing</i> <i>Vocabulary: Great Source Vocabulary for Achievement Course 4</i>
English Fundamentals 10-1 English Fundamentals 10-2	10	Graduation Course Fulfills English Graduation Requirement Prior Approval Needed	This course emphasizes grammar skills, beginning with sentence patterns and going on to the eight parts of speech, phrases, and clauses. It reviews spelling, capitalization, and punctuation. Students practice these skills by completing several writing assignments, including definition, compare and contrast, narrative, research essay, poetry, response to literature, and letter writing. Students read novels, dramas, short stories, poetry, and nonfiction works and learn to analyze and compare writings in terms of theme, historical influence, and literary devices employed. <i>This is a one-year, 10-unit course</i>	<i>Bridges to Literature 2</i>
American Lit 1 (p) American Lit 2 (p)	11	College Prep Course	American Lit engages students with the literature of the United States as it reveals the character, culture, and concerns of our country's inhabitants throughout	<i>Literature: Glencoe Reader's Choice: American Literature</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
		Fulfills English Graduation Requirement Fulfills "B" Requirement for UC/CSU (English)	its history. The literature selected represents perspectives from a variety of groups. Students complete a variety of writing assignments that require research, analysis, and multiple drafts; they work on developing their own voice and style in academic writing. Students practice reading strategies, increase their vocabulary, and improve their public speaking skills. Students will complete a midterm and final. <i>This is a one-year, 10-unit course</i>	<i>Writing:</i> assignments from Glencoe <i>Reader's Choice</i> <i>Vocabulary:</i> Great Source <i>Vocabulary for Achievement Course 5</i>
American Lit 1 American Lit 2	11	Graduation Course Fulfills English Graduation Requirement	American Lit focuses on analyzing and reading American literature. Students will learn about the contrasts between the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. Students will study figurative language in detail and will continue to develop both their reading and writing vocabularies. Students will expand their writing skills, and will be required to complete a series of writing assignments, such as various types of narratives, responses to literature, reflective compositions, historical investigation reports, job applications and resumes, and multimedia presentations. Students will complete a midterm and final or an alternative form of assessment that is comprehensive in nature may be proposed. <i>This is a one-year, 10-unit course</i>	<i>Literature:</i> Glencoe <i>Reader's Choice: American Literature</i> or Selected Novels from American authors and Literature Response Activities or AGS <i>American Literature</i> <i>Writing:</i> assignments from Glencoe <i>Reader's Choice</i> or <i>Time4writing</i> <i>Vocabulary:</i> Great Source <i>Vocabulary for Achievement Course 5</i>
English Fundamentals 11-1 English Fundamentals 11-2	11	Graduation Course Fulfills English Graduation Requirement Prior Approval Needed	This course has a special emphasis on writing. Students will work through the writing process within several written genres. Students read novels, dramas, short stories, poetry, and nonfiction works and learn to analyze and compare writings in terms of theme, historical influence, and literary devices employed. <i>This is a one-year, 10-unit course</i>	<i>Bridges to Literature 3</i>
British Lit 1 (p) British Lit 2 (p)	12	College Prep Course Fulfills English Graduation Requirement Fulfills "B" Requirement for UC/CSU (English)	British Lit engages students in the reading and analysis of British literature. Students will be exposed to a variety of British authors through reading short stories, novels, plays, poems, and essays. Students will respond to literature by comparing the lives of characters in the pieces they read to their own personal experiences. Students will continue to master their writing skills and increase both their reading and writing vocabularies. Students in British	<i>Literature:</i> Glencoe <i>Reader's Choice: British Literature</i> <i>Writing:</i> assignments from Glencoe <i>Reader's Choice</i> <i>Vocabulary:</i> Great Source <i>Vocabulary for Achievement Course 6</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
			Lit will complete a midterm and final. <i>This is a one-year, 10-unit course</i>	
British Lit 1 British Lit 2	12	Graduation Course Fulfills English Graduation Requirement	British Lit focuses on analyzing and reading British literature. Students will learn about major literary forms, techniques, characteristics of the major literary period, and relate them to various literary works. Students will expand their writing skills through a variety of genres. They will continue to develop both their reading and writing vocabularies. Students will complete a midterm and final or an alternative form of assessment that is comprehensive in nature may be proposed. <i>This is a one-year, 10-unit course</i>	<i>Literature: Glencoe Reader's Choice: British Literature or Selected Novels and Literature Response Activities or AGS British Literature</i> <i>Writing: assignments from Glencoe Reader's Choice or Time4writing</i> <i>Vocabulary: Glencoe Vocabulary for Achievement Course 6</i>
English Fundamentals 12-1 English Fundamentals 12-2	12	Graduation Course Fulfills English Graduation Requirement Prior Approval Needed	English 12 Fundamentals engages students in the reading and understanding of British literature. Students will be exposed to a variety of British authors through reading short stories, novels, plays, poems, and essays. Students will continue to master their writing skills and increase both their reading and writing vocabularies. <i>This is a one-year, 10-unit course</i>	<i>Saddleback: Timeless Classics British Literature</i>
ESL 1 ESL 2	9, 10, 11, 12	Fulfills English Graduation Requirement *Must be taken concurrently with ESL Literacy 1,2	This course is designed to help students to develop proficiency in English. Course content includes an introduction to a broad mix of genres and real-world reading formats, including articles, interviews, biographies, folktales, realistic fiction, and more. Students work through readers with guided instruction, audio read-alouds, and selections with compelling topics and visuals. Activities concentrate on the fundamentals of written and oral language skills in conjunction with the study of literature and vocabulary development. <i>This is a one-year, 10-unit course</i>	<i>Evan-Moor Hot Topics Level A</i>
ESL 3 ESL 4	9, 10, 11, 12	Fulfills English Graduation Requirement *Must be taken concurrently with ESL Literacy 3, 4	This course is designed to help students to develop proficiency in English. Course content includes an introduction to a broad mix of genres and real-world reading formats, including articles, interviews, biographies, folktales, realistic fiction, and more. Students work through readers with guided instruction, audio read-alouds, and selections with compelling topics and visuals. Activities concentrate on the fundamentals of written and oral language	<i>Evan-Moor Hot Topics Level B</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
			skills in conjunction with the study of literature and vocabulary development. <i>This is a one-year, 10-unit course</i>	
ESL 5 ESL 6	9, 10, 11, 12	Fulfills English Graduation Requirement *Must be taken concurrently with ESL Literacy 5, 6	This course is designed to help students to develop proficiency in English. Course content includes an introduction to a broad mix of genres and real-world reading formats, including articles, interviews, biographies, folktales, realistic fiction, and more. Students work through readers with guided instruction, audio read-alouds, and selections with compelling topics and visuals. Activities concentrate on the fundamentals of written and oral language skills in conjunction with the study of literature and vocabulary development. <i>This is a one-year, 10-unit course</i>	<i>Evan-Moor Hot Topics Level C</i>
ESL 7 ESL 8	9, 10, 11, 12	Fulfills English Graduation Requirement *Must be taken concurrently with ESL Literacy 7, 8	This course is designed to help students to develop proficiency in English. Course content includes an introduction to a broad mix of genres and real-world reading formats, including articles, interviews, biographies, realistic fiction, and more all with an emphasis in Science. Students work through readers with guided instruction, audio read-alouds, and selections with compelling Science topics and visuals. Activities concentrate on the fundamentals of written and oral language skills in conjunction with the study of literature and vocabulary development. <i>This is a one-year, 10-unit course</i>	<i>Evan-Moor Hot Topics Science</i>

Social Sciences

World History 1 (p) World History 2 (p)	10	College Prep Course Fulfills World History Graduation Requirement Fulfills "A" Requirement for UC/CSU (History/Social Science) Available online	Students in World History study historical developments which have shaped the modern world. Particular emphasis is placed on the rise of democratic ideas and the creation of the modern nation-states of Europe and North America, as well as examining political structures in South American, Asian and African countries. Students develop an understanding of current events and relate them to their historical roots. The course follows the tenth-grade standards established by the state of California. Project-based assignments and writing activities are major components of this	Glencoe <i>World History: Modern Times</i> Or Glencoe <i>World History and Geography: Modern Times*</i>
--	----	---	---	--

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
---------------------------------	--------	---------------------	--------------------	------------------

			course. Students will complete a midterm and final. <i>This is a one-year, 10-unit course</i>	
World History 1 World History 2	10	Graduation Course Fulfills World History Graduation Requirement Available online	World History is a survey course in social science that covers the impact of major turning points that have shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students will complete a final or a pre-approved culminating project. <i>This is a one-year, 10-unit course</i>	Glencoe <i>World History: Modern Times</i> or AGS <i>World History</i>
US History 1 (p) US History 2 (p)	11	College Prep Course Fulfills United States History Graduation Requirement Fulfills "A" Requirement for UC/CSU (History/Social Science) Available online	Students in US History will examine the major turning points in American history in the 20 th century. Following a review of the nation's beginnings, they will move on to study the rise of industrialization, urbanization, and immigration and their impact on the nation's political, social, and economic development. They will cover a series of units: the creation of the United States, the Progressive Era, World War I, The Great Depression, World War II, the Cold War, Social Reform, the Civil Rights Movement, the Vietnam Era, and contemporary American society. Throughout their studies, students will look at the underlying political and economic impact on each of these time periods. Project-based assignments and writing activities are major components of this course. Students will complete a midterm and final. <i>This is a one-year, 10-unit course</i>	Glencoe <i>American Odyssey</i> or Glencoe <i>United States History and Geography: Modern Times*</i>
US History 1 US History 2	11	Graduation Course Fulfills United States History Graduation Requirement Available online	Students in US History study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings, they will move on to study the rise of industrialization, urbanization, and immigration and their impact on the nation's political, social, and economic development. The influence of religion on the founding of America is examined, as well as the rise of the United States to a role as a world power at the beginning of the twentieth century. Students will learn about the major developments of the twentieth century, including the Great Depression and the New Deal, American participation in world wars, post-World War II America, the Cold War, the	Glencoe <i>American Odyssey</i> or AGS <i>United States History</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
			Civil Rights movement, and U.S. global policy. Students will complete a final or a pre-approved culminating project. <i>This is a one-year, 10-unit course</i>	
World Cultures & Geography 1 (p) World Cultures & Geography 2 (p)	9-12	College Prep Course Fulfills Elective Credit For Graduation Fulfills "A" Requirement for UC/CSU (History/Social Science) or Fulfills "G" Requirement for UC/CSU (Academic Elective)	World Cultures and Geography is a survey of the physical and cultural geography of North America, Latin America, Europe, Africa, regions of Asia, and Australia. Cultural, political, and social traditions and the role of geography are analyzed and a major focus is on how past experiences affect contemporary realities. Project-based activities and writing assignments are major components of this course. Students will complete a midterm and final. <i>This is a one-year, 10-unit course</i>	Glencoe <i>World Geography</i>
World Cultures & Geography 1 World Cultures & Geography 2	9-12	Graduation Course Fulfills Elective Credit For Graduation	World Cultures & Geography is a social science elective that offers a view of the world that focuses on the development of geographic literacy. Regions of the world are studied in three parts: physical geography, cultural geography, and current events. Students will complete a final or a pre-approved culminating project. Students completing the one-year course have extended studies in world geography and also have extra assignments and projects. <i>This course can be taken as a one-semester, 5-unit course or as a one-year, 10-unit course</i>	AGS <i>World Geography</i> or Glencoe <i>World Geography</i>
Economics (p)	12	College Prep Course Fulfills Economics Graduation Requirement Fulfills "G" Requirement for UC/CSU (Academic Elective)	Economics teaches students basic economic terminology and concepts. Particular emphasis is placed on the economy of the United States, its current structure, and its role as a leader in the global economy of the 21 st century. Students also learn how their lives are affected by economics and how to make informed economic decisions. Project-based activities and writing assignments are major components of this course. Students will complete a final. <i>This is a one-semester, 5-unit course</i>	Glencoe <i>Economics: Principles & Practices</i> EverFi: <i>Financial Literacy</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Economics	12	Graduation Course Fulfills Economics Graduation Requirement	Students in Economics learn the common economic terms, concepts, and how to reason economically. They will analyze elements of America's market economy and compare and contrast various types of economics systems and the influence the federal government has on the American economy. The students will analyze the elements of business organizations and the labor market, the economic behaviors of the U.S. economy as a whole, and look at the issues related to international trade. Finally, students will learn the basics of personal consumer economics. Students will complete a final or a pre-approved culminating project. <i>This is a one-semester, 5-unit course</i>	AGS Economics or <i>Glencoe Economics: Principles & Practices</i> <i>EverFi: Financial Literacy</i>
Government (p)	12	College Prep Course Fulfills Government Graduation Requirement Fulfills "A" Requirement for UC/CSU (History/Social Science) or Fulfills "G" Requirement for UC/CSU (Academic Elective)	American Government helps students pursue a deeper understanding of the institutions of American government and the literature which serves as both a foundation and a guiding principle to American political life. Students will learn the structures and functions of state and local government. Students also learn to appreciate their roles as responsible citizens in a democracy. Project-based activities and writing assignments are major components of this course. <i>This is a one-semester, 5-unit course</i>	<i>Glencoe U.S. Government: Democracy in Action</i>
Government	12	Graduation Course Fulfills Government Graduation Requirement	Students in American Government will gain an understanding of American government. They will learn about the fundamental principles and values of American democracy as expressed in documents created by the Founding Fathers. They will also learn about the rights and responsibilities of citizenship and about the various branches of government. Students will study the Constitution and landmark U.S. Supreme Court interpretations, the electoral process for national, state, and local offices, and compare various forms of government. Students will complete a final or a pre-approved culminating project. <i>This is a one-semester, 5-unit course</i>	AGS <i>United States Government</i> or <i>Glencoe U.S. Government: Democracy in Action</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
---------------------------------	--------	---------------------	--------------------	------------------

Mathematics

Integrated Math 1-1(p) Integrated Math 1-2(p)	9, 10	College Prep Course Fulfills Mathematics Graduation Requirement Fulfills "C" Requirement for UC/CSU (Mathematics) Available online	Integrated Math 1 is the first of three integrated high school math courses, and combines foundational elements of basic algebra with geometry. Key topics include: expressions, equations, and inequalities; manipulating and modeling linear and exponential functions; descriptive statistics and data displays; geometric transformations, congruence, constructions, and coordinate proofs. These skills are leveraged into real-world examples and problems to develop a variety of problem solving skills. Students will complete a midterm and final. <i>This is a one-year, 10-unit course.</i>	Houghton-Mifflin Harcourt <i>Integrated Math 1</i>
Integrated Math 1-1 Integrated Math 1-2	9, 10	Graduation Course Fulfills Mathematics Graduation Requirement Available online	Integrated Math 1 is the first of three integrated high school math courses, and combines foundational elements of basic algebra with geometry. Key topics include: expressions, equations, and inequalities; manipulating and modeling linear and exponential functions; descriptive statistics and data displays; geometric transformations, congruence, constructions, and coordinate proofs. These skills are leveraged into real-world examples and problems to develop a variety of problem solving skills. Students will complete a midterm and final. <i>This is a one-year, 10-unit course.</i>	Houghton-Mifflin Harcourt <i>Integrated Math 1</i>
Remedial Integrated Math 1-1 Remedial Integrated Math 1-2	9, 10	Graduation Course Fulfills Mathematics Graduation Requirement This course does not fulfill the Integrated Math 1 graduation requirement	Remedial Math 1 is the stepping stone between 8th grade math and Integrated Math 1. This course is designed to provide foundational skills to prepare students for success in higher level math courses. Key topics include: relationships between quantities, linear and exponential relationships, reasoning, statistics, congruence, proof, and constructions, and coordinate geometry. <i>This is a one-year, 10-unit course.</i>	Triumph Learning <i>Common Core Coach Mathematics grade 8 and Mathematics I</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Extended Integrated Math 1-1A Extended Integrated Math 1-1B Extended Integrated Math 1-2A Extended Integrated Math 1-2B	9-12	Graduation Course Fulfills Mathematics Graduation Requirement All four semesters must be complete to meet the Integrated Math 1 graduation requirement	Extended Integrated Math 1 is a two year course sequence. Students must successfully complete all four semesters in order to meet the requirement for a high school diploma. Key topics include: expressions, equations, and inequalities; manipulating and modeling linear and exponential functions; descriptive statistics and data displays; geometric transformations, congruence, constructions, and coordinate proofs. These skills are leveraged into real-world examples and problems to develop a variety of problem solving skills. Student will complete a midterm and final each year. <i>This is a two-year, 20-unit course</i>	Houghton-Mifflin Harcourt <i>Integrated Math 1</i>
Integrated Math 2-1(p) Integrated Math 2-2(p)	9-12	College Prep Course Fulfills Mathematics Graduation Requirement Fulfills "C" Requirement for UC/CSU (Mathematics) Available online	Integrated Math 2 is the second of three integrated high school math courses, and combines developing elements of algebra and geometry. Key topics include: characteristics of functions, polynomial operations, quadratic functions, equations, and models, geometric proofs, similarity and right triangles, properties of circles, volume, and probability. These skills are leveraged into real-world examples and problems to develop a variety of problem solving skills. Student will complete a midterm and final. <i>This is a one-year, 10-unit course</i>	Houghton-Mifflin Harcourt <i>Integrated Math 2</i>
Integrated Math 2-1 Integrated Math 2-2	9-12	Graduation Course Fulfills Mathematics Graduation Requirement Available online	Integrated Math 2 is the second of three integrated high school math courses, and combines developing elements of algebra and geometry. Key topics include: characteristics of functions, polynomial operations, quadratic functions, equations, and models, geometric proofs, similarity and right triangles, properties of circles, volume, and probability. These skills are leveraged into real-world examples and problems to develop a variety of problem solving skills. Student will complete a midterm and final. <i>This is a one-year, 10-unit course</i>	Houghton-Mifflin Harcourt <i>Integrated Math 2</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Extended Integrated Math 2-1A Extended Integrated Math 2-1B Extended Integrated Math 2-2A Extended Integrated Math 2-2B	10-12	Graduation Course Fulfills Mathematics Graduation Requirement Available online	Integrated Math 2 is a two year course sequence. Students must successfully complete all four semesters in order to meet the requirement for course completion. Key topics include: characteristics of functions, polynomial operations, quadratic functions, equations, and models, geometric proofs, similarity and right triangles, properties of circles, volume, and probability. These skills are leveraged into real-world examples and problems to develop a variety of problem solving skills. Student will complete a midterm and final. <i>This is a two-year, 20-unit course</i>	Houghton-Mifflin Harcourt <i>Integrated Math 2</i>
Integrated Math 3-1 (p) Integrated Math 3-2 (p)	11-12	College Prep Course; Prerequisite: Algebra I Fulfills Mathematics Graduation Requirement Fulfills "C" Requirement for UC/CSU (Mathematics) Available online	Integrated Math 3 is the third of three integrated high school math courses, and combines developing elements of algebra and geometry. Key topics include: reasoning with geometry, measurement and modeling in two and three dimensions, polynomial, rational, radical, exponential, and logarithmic functions, expressions, and equations, trigonometric functions, properties of circles, statistics and decision making. These skills are leveraged into real-world examples and problems to develop a variety of problem solving skills. Student will complete a midterm and final. <i>This is a one-year, 10-unit course</i>	Houghton-Mifflin Harcourt <i>Integrated Math 3</i>
Integrated Math 3-1 Integrated Math 3-2	11-12	Graduation Course Prerequisite: Algebra I Fulfills Mathematics Graduation Requirement Available online	Integrated Math 3 is the third of three integrated high school math courses, and combines developing elements of algebra and geometry. Key topics include: reasoning with geometry, measurement and modeling in two and three dimensions, polynomial, rational, radical, exponential, and logarithmic functions, expressions, and equations, trigonometric functions, properties of circles, statistics and decision making. These skills are leveraged into real-world examples and problems to develop a variety of problem solving skills. Student will complete a midterm and final. <i>This is a one-year, 10-unit course</i>	Houghton-Mifflin Harcourt <i>Integrated Math 3</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Pre-Calculus 1 (p) Pre-Calculus 2 (p)	11-12	College Prep Course Prerequisite Algebra II and Geometry I Fulfills Mathematics Graduation Requirement Fulfills "C" Requirement for UC/CSU (Mathematics)	The focus of this course will be rigorous in its coverage of linear relationships, functions, graphs, polynomials, logarithmic and rational functions, trigonometry, conic and polar equations and discrete math. Assigned laboratory/calculator work will be completed using online, demonstrative and hands-on activities. Students will complete a mid-term and final. Completion of course also requires access to a TI83/TI84 Plus Graphing Calculator. TLC does not provide calculators. <i>This is a one-year, 10-unit course</i>	Glencoe <i>Advanced Mathematical Concepts</i> or Art of Problem Solving <i>Pre-Calculus</i>
Mathematics and Personal Financial Literacy 1 (p) Mathematics and Personal Financial Literacy 2 (p)	11, 12	College Prep Course (pending approval) Required Prerequisite Integrated Math 1 or Algebra Recommended Prerequisite Integrated Math 2 or Intermediate Algebra Corequisite Recommended Integrated Math 3 or Intermediate Algebra Fulfills Mathematics Graduation Requirement Fulfills "C" Requirement for UC/CSU (Mathematics) Online Course requires access to computer	Mathematics & Personal Financial Literacy explores Saving & Investing, Credit & Debt, Financial Responsibility & Money Management, Insurance & Risk Management, and Income & Careers. Common Core Standards for Mathematical Practice as well as Algebra and Statistics/Probability standards are incorporated to increase fluency in personal finance and consumer awareness. Students will learn how to increase their income while reducing debt to become financially independent. Coursework will integrate current research in finance, case studies modeling real-life scenarios, project-based learning exploring risk analysis, and opportunities to gain firsthand experience in specific career fields. Data represented in various formats will be explored, analyzed, and interpreted. Inferences and abstractions will be determined from these explorations in order to decide the appropriate course of action based on the various situations presented. Students will communicate their learning through discussions, presentations, writing, and projects. <i>This is a one-year, 10-unit course</i>	Online resources
H Calculus 1 (p) H Calculus 2 (p)	12	College Prep Course Prerequisite Pre-Calculus Fulfills Mathematics Graduation Requirement	Calculus I combines many of the trigonometric, geometric, and analytic concepts necessary for the study of calculus. Algebraic concepts are viewed again from a strong functional and analytical standpoint. Topics in functional and analytical trigonometry are covered. Additionally, the course includes topics in parametric and polar equations,	Houghton Mifflin <i>Calculus</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
		Fulfills "C" Requirement for UC/CSU (Mathematics)	complex numbers, conic sections, and topics from discrete mathematics. Assigned laboratory/calculator work will be completed using online, demonstrative, and hands-on activities. Students will complete a midterm and final. Completion of course also requires access to a TI83/TI84 Plus Graphing Calculator. This is parent-provided. <i>This is a one-year, 10-unit course</i>	
Senior Math 1 Senior Math 2	12	Fulfills Mathematics Graduation Requirement	Senior Math 1, 2 can be taken after, or as an alternative to, Geometry in order to increase algebraic and geometric knowledge and problem solving skills to better prepare for college math placement tests. The course encourages student learning of various mathematical models to solve real-world applications. <i>This is a one-year, 10-unit course</i>	Glencoe <i>Math Matters 1</i>
Senior Math 3 Senior Math 4	12	Fulfills Mathematics Graduation Requirement	Senior Math 3, 4 can be taken after, or as an alternative to, Intermediate Algebra in order to increase algebraic and geometric knowledge and problem solving skills to better prepare for college math placement tests. The course encourages student learning of various mathematical models to solve real-world applications. <i>This is a one-year, 10-unit course</i>	Glencoe <i>Math Matters 2</i>

Science

Biology 1 (p) Biology 2 (p)	9-12	College Prep Course Fulfills Science Graduation Requirement Fulfills "D" Requirement for UC/CSU (Laboratory Science) Available online	The focus of this course will be the study of the ecology, cells, genetics, evolution and phylogeny, physiological development through the human body. Students in Biology will be required to complete a midterm, final, appropriate instructional labs and projects. Assigned laboratory work will be completed using online, demonstrative and hands-on activities that will apply the Biology principles and concepts. <i>This is a one-year, 10-unit laboratory science course</i>	Glencoe <i>Biology</i>
------------------------------------	------	--	---	------------------------

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Biology 1 Biology 2	9-12	Graduation Course Fulfills Science Graduation Requirement Available online	The focus of this course will be the study of the ecology, cells, genetics, evolution and classification, organism development through the human body. Assigned laboratory work will be completed using online, demonstrative and hands-on activities that will apply the principles and concepts of the life sciences. Students will complete a midterm and final or a pre-approved culminating project. <i>This is a one-year, 10-unit course</i>	Glencoe <i>Biology</i>
Life Science 1 Life Science 2	9-12	Graduation Course Fulfills Science Graduation Requirement	The focus of this course will be the study of the ecology, cells, genetics, evolution and classification, organism development through the human body. Students will complete a midterm and final or a pre-approved culminating project. <i>This is a one-year, 10-unit course</i>	AGS <i>Biology</i>
Chemistry 1 (p) Chemistry 2 (p)	9-12	College Prep Course Prerequisite: Algebra I Fulfills Science Graduation Requirement Fulfills "D" Requirement for UC/CSU (Laboratory Science) Available online	The focus of this course will be on major topics of General Chemistry, including Scientific measurement, chemical quantities, thermodynamics, solutions, states of matter, atomic structure, classification, molecules and bonding, reactions, acids and bases, oxidation and reduction, nuclear and carbon chemistry. Students in Chemistry will be required to complete midterm, final, appropriate labs and projects. Assigned laboratory work will be completed using online, demonstrative and hands-on activities that will apply the Chemistry principles and concepts. <i>This is a one-year, 10-unit laboratory science course</i>	Glencoe <i>Chemistry: Concepts & Applications (2005)</i>
Chemistry 1 Chemistry 2	9-12	Graduation Course Corequisite: Algebra I Fulfills Science Graduation Requirement Available online	The focus of this course will be on major topics of General Chemistry, including Scientific measurement, chemical quantities, thermodynamics, solutions, states of matter, atomic structure, classification, molecules and bonding, reactions, acids and bases, oxidation and reduction, nuclear and carbon chemistry. Students in Chemistry will be required to complete midterm, final, appropriate labs and projects. Assigned laboratory work will be completed using online, demonstrative and hands-on activities that will apply the Chemistry principles and concepts. <i>This is a one-year, 10-unit course</i>	Glencoe <i>Chemistry: Concepts & Applications (2005)</i> or AGS <i>Chemistry</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Physics 1 (p) Physics 2 (p)	9-12	College Prep Course Corequisite: Algebra I Fulfills Science Graduation Requirement Fulfills "D" Requirement for UC/CSU (Laboratory Science)	The focus of this course will be on the mathematical application of the physics principles for motion and forces in two dimensions, energy and momentum, heat, wave theory, electricity and magnetism, uses of light, lens and mirrors, atomic and nuclear physics, fission and fusion. Students will be required to complete midterm, final and appropriate labs. Assigned laboratory work will be completed using online, demonstrative, and hands-on activities that will apply the Physics principles and concepts. <i>This is a one-year, 10-unit laboratory science course</i>	Glencoe <i>Physics: Principles & Problems (2005)</i>
Physics 1 Physics 2	9-12	Graduation Course Fulfills Science Graduation Requirement	The focus of this course will be on Introductory Physical Science principles for Energy and Motion, Electricity and Energy, Wave Theory (Sound and Light), Diversity and Interactions of Matter. Students will complete a midterm and final or a pre-approved culminating project. This is a conceptual, no lab credit science course. <i>This is a one-year, 10-unit course</i>	Glencoe <i>Physical Science (2005)</i>
Physical Science 1 Physical Science 2	9-12	Graduation Course Fulfills Science Graduation Requirement	The focus of this course will be on Introductory Physical Science principles for Energy and Motion, Electricity and Energy, Wave Theory (Sound and Light), Diversity and Interactions of Matter, chemical classification, thermodynamics, electricity, and magnetism. Students will complete a midterm and final or a pre-approved culminating project. This is a conceptual, no lab credit science course. <i>This is a one-year, 10-unit course</i>	AGS <i>Physical Science</i>
Earth Science 1 Earth Science 2	9-12	Graduation Course Fulfills Science Graduation Requirement	The focus of this course will be the study of the Earth's composition and processes (weather, water, rocks, minerals, and soil), the Atmosphere, Oceans, Plate Tectonics, Geological time, and the Solar System. Students will complete a midterm and final or a pre-approved culminating project. This is a conceptual, no lab credit science course. <i>This is a one-year, 10-unit course</i>	AGS <i>Earth Science</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Earth and Space Science 1 (p) Earth and Space Science 2 (p)	9-12	College Prep Course Fulfills Science Graduation Requirement Fulfills "G" Requirement for UC/CSU (Academic Elective)	The focus of this course will be the study of the Earth's composition and processes (weather, water, rocks, minerals, and soil), the Atmosphere, Oceans, Plate Tectonics, Geological time, Natural Resources and the Solar System. Students in Earth and Space Science are required to complete a midterm and final. This is a conceptual, no lab credit science course. <i>This is a one-year, 10-unit course</i>	Glencoe <i>Earth Science</i>
Environmental Science 1 (p) Environmental Science 2 (p)	11-12	College Prep Course Fulfills Science Graduation Requirement Fulfills "G" Requirement for UC/CSU (Academic Elective) Prerequisite: Biology and Chemistry or Physics Available Online	Environmental Science is the study of the Earth's systems and human interactions with them. This course integrates biological sciences and physical sciences with current environmental issues. Environmental Science is a lab-based course that will include field trips and assignments that will demonstrate the student's ability to analyze and evaluate both human-made and natural ecological issues. Major topics will include ecosystems, natural resources, energy, agriculture, pollution management, freshwater and oceans, and social science. Case studies will include global, as well as California topics. <i>This is a one-year, 10-unit course</i>	Wiley <i>Visualizing Environmental Science</i> 3rd edition, Berg
Environmental Science 1 Environmental Science 2	11-12	Fulfills Science Graduation Requirement Available Online Prerequisite: Biology and Chemistry or Physics	Environmental Science is the study of the Earth's systems and human interactions with them. This course integrates biological sciences and physical sciences with current environmental issues. Environmental Science is a lab-based course that will include field trips and assignments that will demonstrate the student's ability to analyze and evaluate both human-made and natural ecological issues. Major topics will include ecosystems, natural resources, energy, agriculture, pollution management, freshwater and oceans, and social science. Case studies will include global, as well as California topics. <i>This is a one-year, 10-unit course</i>	Wiley <i>Visualizing Environmental Science</i> 3rd edition, Berg
Astronomy 1 (p) Astronomy 2 (p)	9-12	College Prep Course (pending approval) Fulfills Science Graduation Requirement	Astronomy is designed to give students an overview of the main concepts and theories of the universe focusing on the foundations and history of astronomy, light and energy, our planetary system, stars, galaxies, the expanding universe, past and present space exploration, and deep space phenomena. Students will investigate these topics	Online Resources <i>A Briefer History of Time</i> by Stephen Hawking

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
---------------------------------	--------	---------------------	--------------------	------------------

		<p>Fulfills "G" Requirement for UC/CSU (Academic Elective)</p> <p>Online Course requires access to computer</p>	<p>both individually and collaboratively by completing research projects, labs, and class discussions. Students will keep an extensive journal of current events, news related astronomy and space science articles, labs, and observations. Throughout the year, students will demonstrate their learning of Astronomy through assessments, presentations, and showcases of their project-based learning assignments. <i>This is a one-year, 10-unit course</i></p>	
--	--	---	--	--

Language Other Than English

<p>Spanish 1 (p)</p> <p>Spanish 2 (p)</p>	9-12	<p>College Prep Course</p> <p>Fulfills Foreign Language Graduation Requirement</p> <p>Fulfills "E" Requirement for UC/CSU (Language Other than English)</p> <p>Online course requires access to computer</p>	<p>First year Spanish is an introductory course designed to build a foundation of fundamental vocabulary and language structure for students who wish to learn a language other than English. It is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture. Oral as well as written exams are a part of this course. Students will be required to complete a midterm and final. <i>This is a one-year, 10-unit course</i></p>	<p>Online Rosetta Stone <i>Spanish Level 1</i></p>
<p>Spanish 1</p> <p>Spanish 2</p>	9-12	<p>Graduation Course</p> <p>Fulfills Foreign Language Graduation Requirement</p> <p>Online course requires access to computer</p>	<p>First year Spanish is an introductory course designed to build a foundation of fundamental vocabulary and language structure for students who wish to learn a language other than English. It is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture. Oral as well as written exams are a part of this course. Students will be required to complete a midterm and final. <i>This is a one-year, 10-unit course</i></p>	<p>Online Rosetta Stone <i>Spanish Level 1</i> or <i>Powerglide Spanish Ultimate Year 1</i></p>
<p>Spanish 3 (p)</p> <p>Spanish 4 (p)</p>	9-12	<p>College Prep Course</p> <p>Fulfills Foreign Language Graduation Requirement</p>	<p>Second year Spanish allows students to further develop speaking, listening, reading, and writing skills, with appropriate grammar principles. This course allows students to navigate their surroundings as they build on the skills learned in year one. Additional insights into culture are a key</p>	<p>Online Rosetta Stone <i>Spanish Level 2</i></p>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
		Fulfills "E" Requirement for UC/CSU (Language Other than English) Online course requires access to computer	component to this course. Emphasis on verb tenses and developing an intermediate level comprehension in listening, reading, and writing. Oral as well as written exams are a part of this course. Students will be required to complete a midterm and final. <i>This is a one-year, 10-unit course</i>	
Spanish 3 Spanish 4	9-12	Graduation Course Fulfills Foreign Language Graduation Requirement Online course requires access to computer	Second year Spanish allows students to further develop speaking, listening, reading, and writing skills, with appropriate grammar principles. This course allows students to navigate their surroundings as they build on the skills learned in year one. Additional insights into culture are a key component to this course. Emphasis on verb tenses and developing an intermediate level comprehension in listening, reading, and writing. Oral as well as written exams are a part of this course. Students will be required to complete a midterm and final. <i>This is a one-year, 10-unit course</i>	Online Rosetta Stone <i>Spanish Level 2</i> Powerglide <i>Spanish Ultimate Year 2</i>
Spanish 5 (p) Spanish 6 (p)	10-12	College Prep Course Fulfills Foreign Language Graduation Requirement Fulfills "E" Requirement for UC/CSU (Language Other than English) Online course requires access to computer	Third year Spanish lets students connect with the world around them by building on language fundamentals and conversational skills previously learned. An indepth study of literary work with authentic materials from the targeted language is also part of this course. Oral as well as written exams are a part of this course. Students will be required to complete a midterm and final. <i>This is a one-year, 10-unit course</i>	Online Rosetta Stone <i>Spanish Level 3</i>
Spanish 5 Spanish 6	10-12	Fulfills Foreign Language Graduation Requirement Online course requires access to computer	Third year Spanish lets students connect with the world around them by building on language fundamentals and conversational skills previously learned. An indepth study of literary work with authentic materials from the targeted language is also part of this course. Oral as well as written exams are a part of this course. Students will be required to complete a midterm and final. <i>This is a one-year, 10-unit course</i>	Online Rosetta Stone <i>Spanish Level 3</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Spanish 7 Spanish 8	11-12	Fulfills Foreign Language Graduation Requirement Online course requires access to computer	Fourth year Spanish gives students the opportunity to increase understanding of the language as the build on their knowledge from previous years. An indepth study of literary work with authentic materials from the targeted language is also part of this course. Skills emphasized include navigating the workplace, caring for health, arranging repairs, and expressing personal preferences. Oral as written exams are a part of this course. <i>This is a one-year, 10-unit course</i>	Online Rosetta Stone Spanish Level 4

Visual and Performing Arts

Art 1 (p) Art 2 (p)	9-12	College Prep Course Fulfills Visual And Performing Arts Graduation Requirement Fulfills "F" Requirement for UC/CSU (Visual and Performing Arts) or Fulfills "G" Requirement for UC/CSU (Academic Elective)	Art 1: 2- Dimensional Design in Black and White, the first semester, focuses on the areas of line and contour drawing, conceptual design, perspective, textures and color theory in grays. The assignments are designed to create projects that meet the 5 content strands of the Visual Art Standards, with individual student work that focuses on the elements of art and design: line, black and white color use, shape/form texture, value and space. Art 2: 2- Dimensional Design in Color, the second semester, continues the instruction in art theory and applies conceptual design and color theory. The projects focus on spatial design, color analysis, contrasting colors, vibrating, repeating images and the psychological effects of color. Assignments are designed to cover the same 5 content strands, and include projects that develop color harmony, achromatic and monochromatic color mixtures, and color that produces feelings, sensations and optical illusions. <i>This is a one-year, 10-unit course</i>	TLC ART 1 & 2 course materials
Music 1 (p) Music 2 (p)	9-12	College Prep Course Fulfills Visual And Performing Arts Graduation Requirement	This course focuses on developing students' musical skills through performance, technique, music reading, and theory. Throughout the course students will be required to read, notate, listen, and analyze musical works representing various genres, styles, and cultures. Students will perform solo on an instrument and/or in ensembles. Students will learn how music is used in a variety	No textbook Required; College Prep Outline; California State Standards

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
		<p>Fulfills "F" Requirement for UC/CSU (Visual and Performing Arts) or</p> <p>Fulfills "G" Requirement for UC/CSU (Academic Elective)</p>	of situations and its influence in cultures. <i>This is a one-year, 10-unit course.</i>	
Music	9-12	<p>Graduation Course</p> <p>Fulfills Visual And Performing Arts Graduation Requirement</p> <p>May Be Taken Multiple Times for Credit (40 Max)</p>	<p>Students will discover the world of music through hands-on experience with a concert band/orchestra instrument. Music theory, conducting, and composition may be incorporated into the course to provide students with a broad base of musicianship skills. Students must keep a log of participation time in music activities (at least 800 minutes per learning period) and must either document participation in a performance or complete a pre-approved final project. <i>This is a one semester, 5-unit or one-year, 10-unit course. Multiple years of this elective may be taken.</i></p>	<i>No textbook Required; California State Standards, and logs for recording music activities</i>
<p>Photography 1 (p)</p> <p>Photography 2 (p)</p>	9-12	<p>Graduation Course</p> <p>Fulfills Visual And Performing Arts Graduation Requirement</p> <p>Fulfills "F" Requirement for UC/CSU (Visual and Performing Arts) or</p> <p>Fulfills "G" Requirement for UC/CSU (Academic Elective)</p>	<p>Photography is a yearlong course in the study of photography. In Photography 1 students are taught the terminologies and techniques of black and white photographic production and the mounting and display of finished work. Within a context of studio production, students will study the sensory, formal, expressive, and aesthetic properties of photographic art. Photography 2 will introduce advanced studio techniques building on the knowledge and skills introduced in the first semester. In this section of the course students will learn to work in color. Students will continue to evaluate critically their work and will engage in ongoing study of the history of photography. TLC is not responsible for providing a camera or processing fees. <i>This is a one-year, 10-unit course</i></p>	<p><i>Classic Essays on Photography</i></p> <p><i>Photographers Eye</i></p>
<p>Photography 1</p> <p>Photography 2</p>	9-12	<p>Graduation Course</p> <p>Fulfills Visual And Performing Arts Graduation Requirement</p>	<p>An introduction to digital photography, following the objectives for basics photography. The course requires weekly topical readings, written summaries and an 18 piece portfolio that uses the</p>	<p><i>TLC Photography I Course Materials</i></p> <p><i>Better Photo Basics</i> (if taking course for two semesters, 10 units)</p>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
			studied topical technique (ie. Natural light, landscape, portrait, action shots). <i>This is a one-semester, 5-unit course</i> TLC is not responsible for providing a camera or processing fees.	
Theater	9-12	Graduation Course Fulfills Visual And Performing Arts Graduation Requirement May Be Taken Multiple Times for Credit (4o Max)	As established in the California Standards for Visual and Performing Arts, this course is an in-depth study of the crafts utilized in the creation of a theatrical performance: directing, acting, writing, lighting, sets, singing, dancing, composing, choreographing, painting, make-up artistry, etc. Students must study both the various crafts that make up theater and participate in some way in theatrical productions. Students must keep a log of participation time (at least 800 minutes per learning period) in theatrical activities and either document participation in a performance or complete a pre-approved final project. <i>This is a one semester, 5-unit or one-year, 10-unit course. Multiple years of this elective may be taken.</i>	<i>No textbook Required; California State Standards, and logs for recording theater activities</i>
Dance	9-12	Graduation Course Fulfills Visual And Performing Arts Graduation Requirement This course may not be taken to fulfill both P.E. and Visual and Performing Arts requirements at the same time. May Be Taken Multiple Times for Credit (4o Max)	Students learn to understand the capabilities of their own bodies as they experience current and historical styles of dance movement. They gain skill in artistic expression and greater appreciation for the historical and cultural contexts that shaped various dance forms. They learn musical perception and evaluation as they increase in physical control and confidence. Students must keep a log of participation time in a dance class (at least 800 minutes per learning period) and must participate in a performance or complete a pre-approved final project. <i>This is a one semester, 5-unit or one-year, 10-unit course. Multiple years of this elective may be taken.</i>	<i>No textbook Required; California State Standards, and logs for recording dance activities</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Art History 1 (p) Art History 2 (p)	9-12	College Prep Course Fulfills Visual And Performing Arts Graduation Requirement Fulfills "F" Requirement for UC/CSU (Visual and Performing Arts) or Fulfills "G" Requirement for UC/CSU (Academic Elective)	This course is designed to present an orientation to art as a reflection of society within a historical context. Beginning with prehistoric art and culminating in the world of art present day, students will learn to appreciate aesthetics of art, investigate meaning and interpretations, and question the impact of each piece on society. Students will study how the art that an artist creates is not always viewed as intended by the artist. Art will be viewed in books, museums, newsletters and internet. Students will further their understanding of art through the practice of studio art and creating their own pieces which reflect what they are learning about art's place in history. <i>This is a one-year, 10-unit course</i>	<i>Story of Art</i>
Introduction to Design 1 Introduction to Design 2	10-12	Graduation Course Prerequisite: Integrated Math I and Computer Applications and Coding Application and Contract must be on file for enrollment of this course Fulfills VAPA Graduation Requirement Fulfills "F" Requirement for UC/CSU (Visual and Performing Arts) or Fulfills "G" Requirement for UC/CSU (Academic Elective) Student must be enrolled in on-site ID course in order to receive credit	Designed for 10th grade students, the major focus of ID is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. <i>This is a one-year, 10-unit course</i>	Delmar Cengage Learning: <i>Engineering Design: An Introduction</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
---------------------------------	--------	---------------------	--------------------	------------------

Electives

Computers 1 Computers 2	9-12	Graduation Course; Students must have access to a computer (PC-compatible or Mac) and be able to print off assignments. Fulfills Computer Graduation Requirement	In this beginning keyboarding course, the student will master touch operation on a computer keyboard. Correct fingering by touch and good techniques will receive primary emphasis; speed and accuracy will be given secondary emphasis. The student will use basic word processing functions on a variety of document types. Students in Computer Keyboarding will be required to keep a typing log and submit typing tests and assignments. They will take a final typing exam to document typing speed and accuracy. <i>This is a one-semester, 5-unit course or one-year, 10-unit course</i>	Broderbund: <i>Mavis Beacon Teaches Typing</i>
Computer Applications and Coding 1(p) Computer Application and Coding 2(p)	9-12	College Prep Course Students must have online access with a computer (PC-compatible or Mac) and be able to print off assignments. Fulfills Elective or Computer Graduation Requirement Fulfills "G" Requirement for UC/CSU (Academic Elective)	<i>Computer Applications and Coding</i> aims to prepare students for technology use in both the classroom and in everyday life. Building off of foundational concepts like internet safety and digital citizenship, students will experience and master various applications and web tools available. Assignments and projects will require students to concurrently manage and organize various tasks through Google Drive and Google Classroom. The course will foster the development of advanced skills and the various uses for digital tools as students apply them to unit projects. Students will begin developing their own programs and apps (Scratch: Blockly, MIT App Inventor: Android), writing formulas and script (HTML/CSS, Java Script, Python, and C++ code) to complete challenges and solve problems. The skills and the content learned in this course will prepare students for not only high school and higher education, but also for an increasingly competitive 21st century job market that demands a versatile digital skill set. This course integrates realistic life skills, useful knowledge and content that is relevant to both the modern individual and the world at large.	No required text
Career Planning 1 Career Planning 2	9-12	Graduation Course Fulfills Elective Graduation Requirement	Career Planning acquaints students in choosing a career suitable to them. Involves a systematic approach to making a career choice, covering self-assessment, decision-making techniques, and current occupational information. Appropriate for those undecided as to a career direction or who wish more career information prior to focusing their	Glencoe <i>Exploring Careers</i> or AGS <i>Career Planning</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
---------------------------------	--------	---------------------	--------------------	------------------

			academic studies. Students will complete a pre-approved final project for this course. <i>This is a one-semester, 5-unit course or one-year, 10-unit course</i>	
Computer Science 1 Computer Science 2	9-12	Graduation Course Fulfills Elective Graduation Requirement	Students in Computer Science will gain a basic knowledge of computer science that allows them to make computers work for them. They will learn the language computers speak and how one piece of computer equipment communicates with the others. Students will learn about the hardware of computers and how people use computers. They will also gain a general introduction to word processing, spreadsheets, databases, and the Internet. Students will complete a final or a pre-approved culminating project. <i>This is either a one-semester, 5-unit course or a one-year, 10-unit course</i>	Glencoe <i>Introductory Microsoft Office 2003</i> or Globe Fearon <i>Computer Literacy</i> or Globe Fearon <i>Survival Guide for Computer Literacy</i>
Driver's Education	10-12	Graduation Course Must meet minimum age requirement of 15 by start of course Online course requires access to computer Fulfills Elective Graduation Requirement	Driver Education is a course that emphasizes the theory and safety of driving. A major goal of the course will be to develop good perception, judgment, driving skills and decision-making ability. In addition, factors, which have a negative effect upon driving, will be discussed. Students will study licensing, vehicle registration, traffic rules and regulations, driver fitness (drinking, drugs, various physical and emotional problems), defensive driving; owning an automobile, and motor vehicle laws. At the end of the course, students are prepared to take the written California Driver's test in preparation for beginning behind-the-wheel instruction. This course does not include behind-the-wheel instruction. After taking and passing the DMV written driver's test and receiving a provisional permit, students may move on to behind-the-wheel instruction; however, this is not a course for credit offered by TLC. <i>This is a one-semester, 5-unit course</i>	Teen Driving School <i>Online Driver's Education Program</i>
Study Skills	9-12	Graduation Course Fulfills Study Skills Graduation Requirement	Students in Study Skills learn about the effective habits that make for successful young adults. The book <i>The 7 Habits of Highly Effective Teens</i> and its accompanying workbook are used to teach seven essential characteristics that happy and successful teenagers all over the world over have in common. This course provides students with a step-by-step framework for boosting self-image, building friendships, resisting peer pressure, achieving goals,	Fireside <i>7 Habits of Highly Effective Teens</i> by Sean Covey

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
			improving communication and relationships with parents, and much more. <i>This is a one-semester, 5-unit course</i>	
Physical Education	9-12	Graduation Course Fulfills PE Graduation Requirement May Be Taken Multiple Times for Credit (40 Max)	This course is designed to continue to give students the opportunity to gain personal fitness skills and knowledge through an enriched Physical Education program. Students will make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity. Emphasis is placed on students learning personal fitness and developing lifelong habits related to exercise. Students are required to complete a minimum average of 200 minutes per week of aerobic exercise in some traditional format (dance, team sports, etc.) and document that activity in a PE log. <i>This is a one-semester, 5-unit course or one-year, 10-unit course. Multiple years of this elective may be taken.</i>	California State Standards, and logs for recording physical activities
Health 1 Health 2	9-12	Graduation Course Fulfills Elective Graduation Requirement	This course focuses primarily on students' personal health. It is wellness-based and offers students an opportunity to learn skills that could help them throughout their lives. This course will also give students the skills they need to stand up to peer pressure, avoid risky behaviors, and develop the resilience they need to handle the changes they'll face during their school years...and throughout their lives. Students will complete a pre-approved final project for this course. <i>This is a one-semester, 5-unit course or a one-year, 10-unit course</i>	Glencoe <i>Health</i> or AGS <i>Life Skills Health</i>
Math 1 Math 2	11,12	Graduation Course Fulfills Elective Credit for Graduation Requirement	Basic Math is a foundational Mathematics program for students who still need more instruction in basic Mathematics skills: Whole Numbers; Number Theory; Fractions; Decimals; Ratio and Proportion; Percent; Introduction to Geometry; Metric Measurement; Customary Measurements; Measuring Circles, Cylinders, and Time; Graphs; Scale Drawing; Introduction to Algebra. Students will complete a midterm and final, or pre-approved project. <i>This is a one-year, 10-unit course</i>	AGS <i>Life Skills</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Consumer Math 1 Consumer Math 2	11,12	Graduation Course Fulfills Elective Credit for Graduation Requirement	Basic Consumer Math presents basic mathematics skills used in everyday situations—paying taxes, buying food, banking and investing, and managing a household, enabling students and young adults to become wiser, more informed consumers. Students will complete a midterm and final, or a pre-approved project. <i>This is a one-semester, 5-unit course , or one-year, 10-unit course.</i>	<i>AGS Consumer Math</i>
Integrated Math Support1-1 Integrated Math Support 1-2 Integrated Math Support 2-1 Integrated Math Support 2-2 Integrated Math Support 3-1 Integrated Math Support 3-2	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement Corequisite Integrated Math 1 or Integrated Math 2 or Integrated Math 3	Integrated Math Support 1, 2, or 3 is designed to provide additional support for students enrolled in their entry level high school math course, Integrated Math I. Students will be given extra time and provided a variety of strategies to help build a stronger foundation for success in their math class. The course will focus on mastery of the standards being taught in Integrated Math 1, 2, or 3. Opportunities will be provided for students to preview math concepts to be addressed in the Integrated Math class, including review of any prerequisite skills necessary for those concepts. Khan Academy, online graphing tools and other technology will be incorporated into the course to deepen their understanding of mathematical concepts. Mathematical thinking and problem solving skills will be fostered. <i>This is a one-year, 10-unit course</i>	<i>No Required Text</i>
ELD 1 ELD 2	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement *Must be taken concurrently with an English Course	This course is designed to supplement English courses in order to help students to develop high levels of academic proficiency in reading and writing in English using leveled books and mentor texts. <i>This is a one-year, 10-unit course</i>	<i>Benchmark Education Genre Readers' and Writers' Workshop</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
ELD 3 ELD 4	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement *Must be taken concurrently with an English Course	This course is designed to supplement English courses in order to help students to develop high levels of academic proficiency in reading and writing in English using leveled books and mentor texts. <i>This is a one-year, 10-unit course</i>	<i>Benchmark Education Genre Readers' and Writers' Workshop</i>
ELD 5 ELD 6	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement *Must be taken concurrently with an English Course	This course is designed to supplement English courses in order to help students to develop high levels of academic proficiency in reading and writing in English using leveled books and mentor texts. <i>This is a one-year, 10-unit course</i>	<i>Benchmark Education Genre Readers' and Writers' Workshop</i>
ELD 7 ELD 8	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement *Must be taken concurrently with an English Course	This course is designed to supplement English courses in order to help students to develop high levels of academic proficiency in reading and writing in English using leveled books and mentor texts. <i>This is a one-year, 10-unit course</i>	<i>Benchmark Education Genre Readers' and Writers' Workshop</i>
ESL Literacy 1 ESL Literacy 2	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement *Must be taken concurrently with ESL 1,2	In conjunction with ESL, this course further supports writing and reading in order to develop high levels of English proficiency. Students will read, write, and respond to a variety of text types. Students will learn to analyze and explain text differences, read passages and answer text-dependent questions, and practice reading complex texts to deepen knowledge of each topic presented. <i>This is a one-year, 10-unit course</i>	<i>Benchmark Education Text Connections Levels N-R</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
---------------------------------	--------	---------------------	--------------------	------------------

ESL Literacy 3 ESL Literacy 4	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement *Must be taken concurrently with ESL 3, 4	In conjunction with ESL, this course further supports writing and reading in order to develop high levels of English proficiency. Students will read, write, and respond to a variety of text types. Students will learn to analyze and explain text differences, read passages and answer text-dependent questions, and practice reading complex texts to deepen knowledge of each topic presented. <i>This is a one-year, 10-unit course</i>	<i>Benchmark Education Text Connections Levels Q-U</i>
ESL Literacy 5 ESL Literacy 6	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement *Must be taken concurrently with ESL 5, 6	In conjunction with ESL, this course further supports writing and reading in order to develop high levels of English proficiency. Students will read, write, and respond to a variety of text types. Students will learn to analyze and explain text differences, read passages and answer text-dependent questions, and practice reading complex texts to deepen knowledge of each topic presented. <i>This is a one-year, 10-unit course</i>	<i>Benchmark Education Text Connections Levels S-U</i>
ESL Literacy 7 ESL Literacy 8	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement *Must be taken concurrently with ESL 7, 8	In conjunction with ESL, this course further supports writing and reading in order to develop high levels of English proficiency. Students will read, write, and respond to a variety of text types. Students will learn to analyze and explain text differences, read passages and answer text-dependent questions, and practice reading complex texts to deepen knowledge of each topic presented. <i>This is a one-year, 10-unit course</i>	<i>Benchmark Education Text Connections Levels T-Y</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Internship 1 Internship 2	11, 12	Graduation Course Fulfills Elective Graduation Requirement Student must be enrolled in on-site Internship course in order to receive credit	During the first semester, students learn how to prepare a professional portfolio that includes a personal data sheet, a letter of introduction, resume and other work related documents. Students learn about labor laws; participate in a mock interview; explore workplace safety and work hazards. In addition students complete a Transition-To-Work-Inventory (TWI). The TWI guides students toward informed decisions by identifying careers that are related to their interests. During the second semester students are introduced to leadership skills while completing activities from their text. Students actively practice and test leadership skills and learn what it means to be an effective leader. They learn that leading is as much about promoting positive attitudes and respect as it is about achieving success. <i>This is a one-year, 10-unit course</i>	<i>Building Everyday Leadership in All Teens and Promoting Attitudes and Actions For Respect and Success</i>
Yearbook	9-12	Graduation Course Fulfills Elective Graduation Requirement May Be Taken Multiple Times for Credit (40 Max) Student must be enrolled in on-site Yearbook course in order to receive credit	Students learn aspects of yearbook design and production. These aspects include, but are not limited to publication design, photojournalistic writing, organization skills, and teamwork. Students in this class are responsible for the creation and production of a certain number of assigned page layouts. Page layout assignments include: collecting and taking photographs, conducting interviews, writing captions and stories, organizing the information into well designed page-layouts, meeting deadlines, and editing the pages for spelling errors and misinformation. <i>This is a one-year, 10-unit course</i>	<i>No Required Text</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Principles of Engineering 1 Principles of Engineering 2	10-12	<p>Graduation Course</p> <p>Prerequisite: Integrated Math I and Computer Applications and Coding</p> <p>Application and Contract must be on file for enrollment of this course</p> <p>Fulfills Elective Graduation Requirement</p> <p>Fulfills "G" Requirement for UC/CSU (Academic Elective)</p> <p>Student must be enrolled in on-site POE course in order to receive credit</p>	<p>This survey course of engineering exposes students to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community.</p> <p><i>This is a one-year, 10-unit course</i></p>	Delmar Cengage Learning: <i>Principles of Engineering</i>
Aerospace Engineering 1 Aerospace Engineering 2	10-12	<p>Graduation Course</p> <p>Prerequisite: Integrated Math I and Computer Applications and Coding</p> <p>Application and Contract must be on file for enrollment of this course</p> <p>Fulfills Elective Graduation Requirement</p> <p>Fulfills "G" Requirement for UC/CSU (Academic Elective)</p> <p>Student must be enrolled in on-site Aerospace Engineering course in order to receive credit</p>	<p>This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They will also explore robot systems through projects.</p>	Delmar Cengage Learning: <i>Aerospace Engineering</i>

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Sociology of Media 1(p) Sociology of Media 2(p)	9-12	Graduation Course Fulfills Elective Graduation Requirement Fulfills "G" Requirement for UC/CSU (Academic Elective) Online course requires access to computer	This course will introduce students to the main concepts and theories for understanding the interwoven relationship between mass communication, culture, and the individual in the U.S. Students will investigate the development of social systems and structures in the U.S. through the critical analysis of cultural trends and media industries such as broadcasting, journalism, film, graphics, web design and consumerism. Students will work both individually and collaboratively to explore issues such as economic, political, and educational groupings as well as gender and racial stereotyping in the American media in order to provide multiple perspectives from which to analyze the impact of the media on society at both an individual and group level. Upon discovering the power of social views and the inherent predispositions of an individual mindset, students will begin to analyze policies, codes and sources of information as they relate to sociology, the media, and the individual. <i>This is a one-semester, 5-unit course , or one-year, 10-unit course.</i>	No Required Text

*Curriculum only available if enrolled in onsite class

Course Curriculum



THE LEARNING CHOICE
ACADEMY

5 - National Geographic - Science, CA -
The Hampton-Brown Company Inc.
(2011)

Course Text: 5 - National Geographic - Science, CA - The Hampton-Brown Company Inc.
(2011)

Module 1: Nature of Science/Science Notebook

Objective

Guide your students to set up a structure that will support their learning and your evaluation of science understanding.

Science notebook references are included throughout the Teacher's Edition.

A science notebook is a place record observational data and inferences.

Students can record their observational data and inferences in a variety of ways.

The inquiry activities in National Geographic science provides an opportunity for students to ask questions and do investigations much like scientists do.

Writing what they learn will help students understand why they are doing the activity and what it teaches them.

Students can use their science notebook as their own vocabulary resource.

Students can summarize and synthesize the unit's content with culminating unit entries.

Assignment

___ READ: *Why Use a Science Notebook (TE p.SN2)*

___ READ: *Setting Up a Science Notebook (TE p.SN3)*

___ READ: *What's In a Science Notebook (TE pp.SN4-SN7)*

___ READ: *Using a Science Notebook for Inquiry Activities (TE pp.SN8-SN10)*

___ READ: *Science Academic Vocabulary (TE p.SN11)*

___ READ: *Using a Science Notebook for Unit Activities (TE p.SN12)*

Module 2: Big Ideas About Physical Science: Student Big Ideas Book: What Is Physical Science? Meet a Scientist/Unit Launch Video

Objective

Learn about Earth Science.

Assignment

___ **INTRODUCE:** Ask students if they recall observing stars with a telescope or comparing different climates (TE p.T2)

___ **TEACH:** (TE pp.T2-3)

___ **WRAP UP:** Ask students what do Earth scientists study (TE p.T3)

___ **WATCH:** Earth Science Video (TE p.T4a)

Module 3: Chapter 1: How Do Earth and Its Moon Create Cycles? Lesson 1-2 - Explore Activity; Big Idea Question and Vocabulary

Objective

Investigate and Explore (answer a question; make and compare observations; collect and record data and observations; share findings).

Relate changes in the length and position of a shadow to the time of day and the position of the sun in the sky.

Identify a scientific or human need that requires a technological solution, and construct a solution to the problem.

Describe how people across cultures and throughout history have contributed to science and technology.

Describe how technology extends, enhances, and challenges human abilities.

Research biographical information about scientists and inventors.

Untitled

Assignment

___ **INTRODUCE:** Invite students to share ideas about how they can use shadows caused by sunlight to tell time (TE pp.T5e-T5f)

___ **BUILD VOCABULARY:** observe, and estimate (TE p.T5f)

___ **GUIDE THE INVESTIGATION:** Guide students in how to estimate the time if the shadow falls between marks on the sundial (TE pp.T5f-T5g)

___ **EXPLAIN AND CONCLUDE:** Have students share and compare observations and find patterns (TE pp.T5g-T5h)

___ **REFLECT AND ASSESS:** Have students use the inquiry self-reflection on assessment handbook page 189 (TE p.T5h)

___ **EXTEND:** Have students research biographical information about the scientists and inventors who made advances in telling time, and describe how their work contributed to science and technology (TE p.T5h)

___ **INTRODUCE:** Have students describe what a cycle is and give examples (TE pp.T6-T7)

___ **FOCUS ON THE BIG IDEA:** Have students orally share what they expect to find in each section (TE pp.T6-T9)

___ **TEACH VOCABULARY:** rotation, apparent motion, revolution, orbit, hemisphere, and eclipse (TE pp.T8-T9)

Module 4: Chapter 1: How Do Earth and Its Moon Create Cycles? Lesson 3 - Planets Rotate

Objective

Explain that Earth and other planets rotate on their axis.

Explain the apparent motion of the sun and the varying length of shadows.

Explain the apparent motion of the planets and stars.

Assignment

___ **INTRODUCE:** Have students brainstorm a list of objects that can spin (TE p.T10)

___ **TEACH:** Have students read pages 10-11 (TE pp.T10-T11)

___ **TEACH:** Have students stand outside in the early morning on a sunny day. Ask them to record what they observe about their shadows (TE pp.T12-T13)

___ **TEACH:** Have students read pages 14-15 (TE pp.T14-T15)

___ **ASSESS:** Define: What does rotation mean; Cause and Effect; Apply (TE p.T15)

Module 5: Chapter 1: How Do Earth and Its Moon Create Cycles? Lesson 4 - Planets Orbit the Sun

Objective

Describe how Earth and the other planets revolve around the sun.

Describe how the motion of planets is due to gravity.

Explain how Earth's orbit and tilt cause the seasons.

Describe the March equinox and the June solstice.

Describe the September equinox and the December solstice.

Assignment

___ **INTRODUCE:** Have students name the eight planets and list them on the board (TE p.T16)

___ **TEACH:** Have students compare and contrast the major physical characteristics of Venus and Jupiter, including their size, orbit, and distance to the sun, based on the diagram (TE pp.T16-T17)

___ **TEACH:** Have students read pages 18-19 (TE pp.T18-T19)

___ **TEACH:** Have students make a chart for the June solstice (TE pp.T20-T21)

___ **TEACH:** Have students describe what is happening in the Southern Hemisphere at the December solstice (TE pp.T22-T23)

___ **ASSESS:** Describe: Describe Earth's orbit; Explain; Apply (TE p.T23)

Module 6: Chapter 1: How Do Earth and Its Moon Create Cycles? Lesson 5 - Moons Orbit Planets

Objective

Explain that moons orbit planets.

Explain that the moon orbits Earth in about a month.

Explain the phases of the moon.

Explain that the lit portions of the moon form a cycle lasting about a month.

Assignment

___ **INTRODUCE:** Have students share their observations about the moon's appearance during the day and at night and its motion (TE p.T24)

___ **TEACH:** Ask students to define what a moon is in their own words (TE pp.T24-T25)

___ **TEACH:** Have students observe and record the phases of the moon for four weeks. Have them create a calendar like the one on page 28 and record their observations for one month (TE pp.T26-T27)

___ **TEACH:** Have students read pages 28-29 (TE pp.T28-T29)

___ **ASSESS:** Define: What is a moon phase; Explain; Analyze (TE p.T29)

Module 7: Chapter 1: How Do Earth and Its Moon Create Cycles? Lesson 6 - Eclipses and Tides

Objective

Explain solar eclipses.

Explain lunar eclipses.

Explain ocean tides as they relate to the gravitational pull and orbit of the moon.

Assignment

___ **INTRODUCE:** Have students share their experiences with eclipse (TE p.T30)

___ **TEACH:** Have students read pages 30-31 (TE pp.T30-T31)

___ **TEACH:** Have students draw diagrams showing the positions of Earth, the moon, and the sun during the solar eclipse and a lunar eclipse (TE pp.T32-T33)

___ **TEACH:** Have students record their observations of the tides in their science notebook (TE pp.T34-T35)

___ **TEACH:** Have students read pages 36-37 (TE pp.T36-T37)

___ **ASSESS:** Describe: When one side of Earth has a low tide, what kind of tide does the opposite side have; Contrast; Analyze (TE p.T37)

Module 8: Chapter 1: How Do Earth and Its Moon Create Cycles? Lesson 7-8 - Observing the Sky: Telescopes and Binoculars; Directed Inquiry

Objective

Recognize that celestial objects can be magnified and seen in greater detail using binoculars and telescopes.

Investigate through Directed Inquiry (answer a question; make and compare observations; collect and record data and observations; generate explanations and conclusions based on evidence; share findings; ask questions based on observations to increase understanding).

Explain the phases of the moon as a natural monthly cycle caused by the moon's revolution around Earth.

Sequence images of the lit portion of the moon seen from Earth as it cycles day-to-day.

Demonstrate a scientific process that cannot be studied directly through a model, a drawing, and a table.

Assignment

___ **INTRODUCE:** Have students discuss tools they have used to help them see better, such as binoculars and telescopes (TE p.T38)

___ **TEACH:** Have students read pages 38-39 (TE pp.T38-T39)

___ **ASSESS:** Recall: What do telescopes do; Compare; Evaluate (TE p.T39)

___ **INTRODUCE:** Invite students to share ideas about making model to show the cycle of moon phases (TE pp.T39a-T39b)

___ **BUILD VOCABULARY:** model, and plan (TE p.T39b)

___ **GUIDE THE INVESTIGATION:** Have students hold the ball so that their hand do not block the light (TE pp.T39b-T39c)

___ **EXPLAIN AND CONCLUDE:** Guide students as they record their observations and share and compare them with others (TE pp.T39c-T39d)

___ **FIND OUT MORE:** Have students use question stems to generate another question (TE p.T39d)

___ **REFLECT AND ASSESS:** Have students use the inquiry self-reflection on assessment handbook page 190 (TE p.T39d)

Module 9: Chapter 1: How Do Earth and Its Moon Create Cycles? Lesson 9-10 - Earth Science Expert; Become an Expert

Objective

Describe how aerospace engineers use science and technology to do their jobs.

Assignment

___ **SUM UP THE BIG IDEA:** Display the chart from page T8-T9 (TE p.T40)

___ **DISCUSS THE BIG IDEA:** Describe Earth's rotation and explain what it causes; Describe Earth's revolution and explain what it causes (TE p.T41)

___ **ASSESS THE BIG IDEA:** Have students write about the Moon's motion (TE p.T41)

___ **INTRODUCE:** Have students discuss what people study in outer space and describe ways they may do it (TE p.T42)

___ **TEACH:** Encourage students to research areas of the United States space program that they may want to work in someday (TE pp.T42-T43)

___ **ASSESS:** List: What three fields does an aerospace engineer work with; Summarize; Draw Conclusions (TE p.T43)

___ **ACCESS SCIENCE CONTENT:** Recognize the effect of extreme latitudes on seasons (TE pp.T44-T45)

___ **ACCESS SCIENCE CONTENT:** Describe days in Alaska in the summer (TE pp.T46-T47)

___ **ACCESS SCIENCE CONTENT:** Describe days in Alaska in the winter (TE pp.T48-T49)

___ **ACCESS SCIENCE CONTENT:** Describe Summer and winter in Antarctica (TE pp.T50-T51)

___ **SHARE AND COMPARE:** Ask students to turn to partners and talk about what they learned about the effect of Earth's revolution and tilt on life at extreme latitudes (TE p.T52)

___ **WRITE:** Have students write a concluding paragraph summarizing what they have learned about living in extreme latitudes (TE p.T52)

___ **DRAW:** Have students draw an activity they might do outside in cold temperatures (TE p.T52)

Module 10: Chapter 2: What Makes Up the Solar System? Lesson 1-2 - Directed Inquiry; Big Idea Question and Vocabulary

Objective

Investigate through Directed Inquiry (answer a question; make and compare observations; collect and record data and observations; generate explanations and conclusions based on evidence; share findings; ask questions based on observations to increase understanding).

Use models to demonstrate an understanding of the scale of Earth and its moon and show the distance and size relationships between them.

Identify how scientists use different kinds of ongoing investigations, such as making and using models, depending on the questions they are trying to answer.

Recognize that Earth is part of the solar system.

Assignment

___ **INTRODUCE:** Invite students to share ideas about the distance between and sizes of Earth and the moon (TE pp.T53e-T53f)

___ **BUILD VOCABULARY:** model and estimate (TE p.T53f)

___ **GUIDE THE INVESTIGATION:** Invite students to share their estimates by writing them on the board or by displaying the two clay balls and placing them at the appropriate distance (TE pp.T53f-T53g)

___ **EXPLAIN AND CONCLUDE:** Encourage students to brainstorm about other ways scientists could use models to learn about Earth and the moon (TE pp.T53g-T53h)

___ **REFLECT AND ASSESS:** Have students use the inquiry self-reflection on assessment handbook page 191 (TE p.T53h)

___ **INTRODUCE:** Ask students to tell the meaning of the word solar (TE pp.T54-T55)

___ **FOCUS ON THE BIG IDEA:** Have students orally share what they expect to find in each section for chapter 2 (TE pp.T54-T57)

___ **TEACH VOCABULARY:** star, universe, galaxy, planet, moon, and dwarf planet (TE pp.T56-T57)

Module 11: Chapter 2: What Makes Up the Solar System? Lesson 2-4 - Stars and Galaxies; Constellations; The Solar System

Objective

Identify and describe stars.

Identify and describe galaxies.

Identify and describe the objects that make up a galaxy.

Identify and describe star patterns and constellations.

Identify and describe the objects that make up the solar system.

Assignment

- ___ *INTRODUCE: Ask students to list all of the attributes of stars that they can (TE p.T58)*
- ___ *TEACH: Have students read pages 58-59 (TE pp.T58-T59)*
- ___ *TEACH: Have students make a three-column chart and label the columns Spiral, Elliptical, and Irregular (TE pp.T60-T61)*
- ___ *ASSESS: Define: What is a star; Classify; Draw Conclusions (TE p.T61)*
- ___ *INTRODUCE: Ask students who has seen or heard of the Big Dipper (TE p.T62)*
- ___ *TEACH: Have students read pages 62-63 (TE pp.T62-T63)*
- ___ *ASSESS: Define: Define the word constellation; Explain; Apply (TE p.T63)*
- ___ *INTRODUCE: Ask students if they know how many planets are in the solar system (TE p.T64)*
- ___ *TEACH: Have students read pages 64-65 (TE pp.T64-T65)*

Module 12: Chapter 2: What Makes Up the Solar System? Lesson 4-5 - The Inner Planets; The Outer Planets

Objective

Identify and compare the properties and movement of the planets and moons.

Assignment

- ___ *INTRODUCE: Have students identify the inner lanes as those closest to the center of the track (TE p.T66)*
- ___ *TEACH: Have students read pages 66-67 (TE pp.T66-T67)*
- ___ *TEACH: Have students identify the word moon and read the sentence that defines it (TE pp.T68-T69)*
- ___ *ASSESS: Describe: What features of Earth make life possible; Compare and Contrast; Infer (TE p.T69)*
- ___ *INTRODUCE: Ask students to share what they already know about the outer planets (TE p.T70)*
- ___ *TEACH: Ask students to discuss what they notice about the two planets in the photo (TE pp.T70-T71)*
- ___ *TEACH: Have students read pages 72-73 (TE pp.T72-T73)*
- ___ *ASSESS: Describe: Describe the atmosphere of Jupiter; Explain; Generalize (TE p.T73)*

Module 13: Chapter 2: What Makes Up the Solar System? Lesson 6 - Other Objects in the Solar System

Objective

Identify and describe the objects that make up the solar system.

Recognize asteroids as objects in the solar system.

Recognize dwarf planets as objects in the solar system.

Recognize comets as objects in the solar system.

Assignment

- ___ *INTRODUCE: Ask students if they know what asteroids, dwarf planets, or comets are (TE p.T74)*
- ___ *TEACH: Have students read pages 74-75 (TE pp.T74-T75)*
- ___ *TEACH: Have students read pages 76-77 (TE pp.T76-T77)*
- ___ *TEACH: Have students draw two diagrams of a comet in the solar system (TE pp.T78-T79)*

____ **ASSESS:** *Describe: Describe how asteroids might have formed; Explain; Evaluate (TE p.T79)*

Module 14: Chapter 2: What Makes Up the Solar System? Lesson 7-9 - Think Like a Scientist; Guided Inquiry; Conclusion and Review

Objective

Apply mathematical knowledge to solve real-world problems and problems that arise from the investigation of mathematical ideas, using representations such as pictures, charts, and tables.

Compare and contrast the size and distance from the sun of planets found in the solar system.

Evaluate, analyze, and use observations and data to produce reasonable explanations and identify reasons for any discrepancies.

Compare amounts and measurements.

Investigate through Guide Inquiry (answer a question; make and compare observations; collect and record data; generate explanations and conclusions based on evidence; share findings; ask questions based on observations; adjust explanations based on findings).

Compare the size and distance from the sun of planets found in the solar system.

Using models, demonstrate an understanding of the scale of the solar system that shows distance, order, and size relationships among the sun and planets.

Observe that Earth is one of several planets within a solar system that orbits the sun.

Assignment

____ **INTRODUCE:** *Ask students what is an example of a very large number (TE p.T79a)*

____ **TEACH:** *Have students read pages 88-89 (TE pp.T79a-T79b)*

____ **TEACH:** *Have students read pages 90-91 (TE pp.T79c-T79d)*

____ **ASSESS:** *Use learning masters book, pages 103-105 (TE p.T79d)*

____ **INTRODUCE:** *Ask students how they would create scale models of the sizes of the sun and the planets (TE pp.T79e-T79f)*

____ **BUILD VOCABULARY:** *model, and measure (TE p.T79f)*

____ **GUIDE THE INVESTIGATION:** *Ask students to compare the sizes of the model Earth and the model sun (TE pp.T79f-T79g)*

____ **EXPLAIN AND CONCLUDE:** *Guide students as they record observations (TE p.T79g)*

____ **FIND OUT MORE:** *Have students generate another question for chapter 2 (TE p.T79g)*

____ **REFLECT AND ASSESS:** *Have students use the inquiry self-reflection on assessment handbook page 192 (TE p.T79h)*

____ **EXTEND:** *Guide students to understand that some planets are billions of kilometers from the sun (TE p.T79h)*

____ **SUM UP THE BIG IDEA:** *Display the chart from pages T56-T57 (TE p.T80)*

____ **DISCUSS THE BIG IDEA:** *Describe stars, galaxies, and constellations and tell how they relate to each other (TE p.T81)*

____ **ASSESS THE BIG IDEA:** *have students write about the solar system (TE p.T81)*

Module 15: Chapter 2: What Makes Up the Solar System? Lesson 10 - Earth Science Expert; Become an Expert

Objective

Describe how geologists use science and technology in their jobs.

Identify and describe the objects that make up the solar system.

Assignment

___ **INTRODUCE:** Ask students if they have ever been to a place where the landscape was rocky or whether they have picked up rocks and examined them (TE p.T82)

___ **TEACH:** Encourage students to research where scientists are studying meteorites and about the projects that are currently underway (TE pp.T82-T83)

___ **ASSESS:** Recall: What does Dr. Wadhwa study; Explain; Draw Conclusions (TE p.T83)

___ **ACCESS SCIENCE CONTENT:** Describe how asteroids and comets affect Earth (TE pp.T84-T85)

___ **ACCESS SCIENCE CONTENT:** Distinguish asteroids and dwarf planets (TE pp.T86-T87)

___ **ACCESS SCIENCE CONTENT:** Describe near Earth objects (TE pp.T88-T89)

___ **ACCESS SCIENCE CONTENT:** Describe scientists' efforts to avoid near Earth object impacts (TE pp.T90-T91)

___ **SHARE AND COMPARE:** Ask students to turn to partners and talk about what they learned about the possible dangers of asteroids and comets (TE p.T92)

___ **WRITE:** Have students write a conclusion about asteroids and comets hitting Earth (TE p.T92)

___ **DRAW:** Have students draw their ideas of the events that led to the formation of the Barringer Meteor Crater (TE p.T92)

___ **READ INFORMATIONAL TEXT:** Saturn (TE pp.T92a-T92h)

Module 16: Chapter 3: How Are Rocks and Minerals Identified? Lesson 1-2 - Directed Inquiry; Big Idea Question and Vocabulary

Objective

Investigate through Directed Inquiry (answer a question; make and compare observations; collect and record data and observations; generate explanations and conclusions based on evidence; share findings; ask questions based on observations to increase understanding).

Observe that rocks and soils are made of several substances or minerals.

Use the appropriate scientific tools and techniques to collect data and solve problems.

Identify sources of errors and limitations of data.

Identify how scientists use different kinds of ongoing investigations depending on the questions they are trying to answer.

Identify rocks and minerals as materials on Earth's surface.

Assignment

___ **INTRODUCE:** Ask students what minerals and other materials they think can be found in soil (TE pp.T93e-T93f)

___ **BUILD VOCABULARY:** observe, and compare (TE p.T93f)

___ **GUIDE THE INVESTIGATION:** Ask students how are the minerals similar and how are they different (TE pp.T93f-T93g)

___ *EXPLAIN AND CONCLUDE:* Have students share observations, drawings, and ideas with the class (TE pp.T93g-T93h)

___ *FIND OUT MORE:* Have students generate another question for chapter 3 (TE p.T93h)

___ *REFLECT AND ASSESS:* Have students use the inquiry self-reflection on assessment handbook page 193 (TE p.T93h)

___ *INTRODUCE:* Find out what students know about rocks by asking questions (TE pp.T94-T95)

___ *FOCUS ON THE BIG IDEA:* Have students orally share what they expect to find in each section for chapter 3 (TE pp.T94-T97)

___ *TEACH VOCABULARY:* crystal, atom, igneous, sedimentary, metamorphic, and rock cycle (TE pp.T96-T97)

Module 17: Chapter 3: How Are Rocks and Minerals Identified? Lesson 2-3 - Minerals; Properties of Minerals

Objective

Explain that rocks and soils are made of minerals.

Identify the main characteristics of minerals.

Explain luster, hardness, crystal, and streak as properties of minerals.

Identify the physical properties of minerals.

Explain cleavage and color as properties of minerals.

Assignment

___ *INTRODUCE:* Have students read pages 98-99 (TE p.T98)

___ *TEACH:* Have students write a paragraph explaining why the emerald in the photo on page 98 is a mineral (TE pp.T98-T99)

___ *ASSESS:* List: What are the five characteristics of minerals; Explain; Apply (TE p.T99)

___ *INTRODUCE:* Ask students what features can you use to describe this object (TE p.T100)

___ *TEACH:* Have students read pages 100-101 (TE pp.T100-T101)

___ *TEACH:* Have students make a six-column chart and label the columns with the mineral properties just discussed (TE pp.T102-T103)

___ *INTRODUCE:* Have students look at the photo on pages 104-105 (TE p.T104)

___ *TEACH:* Have students read pages 104-105 (TE pp.T104-T105)

___ *ASSESS:* Define: What is a rock; Relate; infer (TE p.T105)

Module 18: Chapter 3: How Are Rocks and Minerals Identified? Lesson 4 - Classifying Rocks

Objective

Explain that rocks are classified according to their formation.

Identify and describe igneous rock.

Identify and describe sedimentary rock.

Explain that fossils are usually found in sedimentary rock.

Identify and describe metamorphic rock.

Assignment

- ___ **INTRODUCE:** Have students think about all the different types of rocks they have seen (TE p.T106)
- ___ **TEACH:** Have students read pages 106-107 (TE pp.T106-T107)
- ___ **TEACH:** Have students write a flow chart in their science notebook that describes the path that sediment takes from solid rock, to sediment, and then to sedimentary rock (TE pp.T108-T109)
- ___ **TEACH:** Have students read pages 110-111 (TE pp.T110-T111)
- ___ **TEACH:** Have students read pages 112-113 (TE pp.T112-T113)
- ___ **ASSESS:** Recall: Explain why igneous rocks have crystals of different sizes; Contrast; Draw Conclusions (TE p.T113)

Module 19: Chapter 3: How Are Rocks and Minerals Identified? Lesson 5-8 - The Rock Cycle; The Amazing Cave of Crystals; Guided Inquiry; Conclusion and Review

Objective

Identify and explain the processes involved in the rock cycle.

Identify the physical properties of minerals.

Investigate through Guide Inquiry (answer a question; make and compare observations; collect and record data; generate explanations and conclusions based on evidence; share findings; ask questions based on observations; adjust explanations based on findings).

Investigate how sedimentary rock that contains fossils can be used to study Earth's changing surface and environments.

Present and defend everyday observations so they can be understood by others.

Analyze whether evidence supports proposed explanations.

Assignment

- ___ **INTRODUCE:** Ask students what does it mean when something moves in a cycle (TE p.T114)
- ___ **TEACH:** Have students read pages 114-115 (TE pp.T114-T115)
- ___ **ASSESS:** Recall: What is the rock cycle; Cause and Effect; Interpret Diagrams (TE p.T115)
- ___ **INTRODUCE:** Ask students to describe what caves are like (TE p.T116)
- ___ **TEACH:** Have students read pages 116-117 (TE pp.T116-T117)
- ___ **ASSESS:** Recall; Interpret; Infer (TE p.T117)
- ___ **INTRODUCE:** Invite students to share ideas about how they could make a model to learn more about how fossils forms (TE pp.T117a-T117b)
- ___ **BUILD VOCABULARY:** model and infer (TE p.T117b)
- ___ **GUIDE THE INVESTIGATION:** Make sure students accurately record where each fossil is found and label the layers (TE pp.T117b-T117c)
- ___ **EXPLAIN AND CONCLUDE:** Ask students to make a display of their fossil models and drawings (TE pp.T117c-T117d)
- ___ **FIND OUT MORE:** Have students generate another question for chapter 3 (TE p.T117d)

___ *REFLECT AND ASSESS: Have students use the inquiry self-reflection on assessment handbook page 194 (TE p.T117d)*

___ *SUM UP THE BIG IDEA: Display the chart from page T96-T97 (TE p.T118)*

___ *DISCUSS THE BIG IDEA: Write about minerals and their specific characteristics (TE p.T119)*

___ *ASSESS THE BIG IDEA: Have students write about the rock cycle (TE p.T119)*

Module 20: Chapter 3: How Are Rocks and Minerals Identified? Lesson 9 - Earth Science Expert; Become an Expert

Objective

Explain that rocks and soils are made of minerals.

Identify the main characteristics of minerals.

Assignment

___ *INTRODUCE: Ask students where do you think the beautiful stones used in jewelry and sculptures come from (TE p.T120)*

___ *TEACH: Encourage students to research where lapidaries work and study (TE pp.T120-T121)*

___ *ASSESS: Recall: Give an example of a tool a lapidary might use; Compare; Infer (TE p.T121)*

___ *ACCESS SCIENCE CONTENT: Explain and describe the formation of minerals (TE pp.T122-T123)*

___ *ACCESS SCIENCE CONTENT: Describe the properties and uses of gold (TE pp.T124-T125)*

___ *ACCESS SCIENCE CONTENT: Describe the properties and uses of silver (TE pp.T126-T127)*

___ *ACCESS SCIENCE CONTENT: Describe the properties and uses of titanium (TE pp.T128-T129)*

___ *ACCESS SCIENCE CONTENT: Describe properties and use of Mercury and aluminum (TE pp.T130-T131)*

___ *SHARE AND COMPARE: Ask students to turn to partners and talk about what they learned about metals (TE p.T132)*

___ *WRITE: Have students write a conclusion that summarizes what they learned about the uses of metals (TE p.T132)*

___ *DRAW: have students think of a use of one of the metals and draw a picture showing the use of that metal (TE p.T132)*

Module 21: Chapter 3: How Are Rocks and Minerals Identified? Explore on Your Own

Objective

Deepen students science content knowledge even more as they focus on the big idea.

Assignment

___ *READ INFORMATIONAL TEXT: Rock Tour (TE pp.T132a-T132h)*

Module 22: Chapter 4: How Can We Protect Earth's Resources? Lesson 1-2 - Directed Inquiry; Big Idea Question and Vocabulary

Objective

Investigate through Directed Inquiry (answer a question; make and compare observations; collect and record data and observations; generate explanations and conclusions based on evidence; share findings; ask questions based on observations to increase understanding).

Compare the relative effectiveness of reducing, reusing, and recycling in actual situations.

Investigate ways Earth's renewable resources can be maintained.

Analyze how human choices affect ecosystems.

Make informed consumer decisions by seeking answers about cost/benefit tradeoffs.

Identify that Earth has natural resources that people need.

Assignment

___ **INTRODUCE:** Invite students to share ideas about how they can recycle resources to make paper (TE pp.T133e-T133f)

___ **BUILD VOCABULARY:** measure and compare (TE p.T133f)

___ **GUIDE THE INVESTIGATION:** Ask students to compare each property both aloud and in writing (TE p.T133f)

___ **EXPLAIN AND CONCLUDE:** Have groups display their recycled paper and share their observations and ideas (TE pp.T133g-T133h)

___ **FIND OUT MORE:** Have students generate another question for chapter 4 (TE p.T133h)

___ **REFLECT AND ASSESS:** Have students use the inquiry self-reflection on assessment handbook page 195 (TE p.T133h)

___ **INTRODUCE:** Ask students what kinds of resources are natural resources (TE pp.T134-T135)

___ **FOCUS ON THE BIG IDEA:** Have students orally share what they expect to find in each section for chapter 4 (TE pp.T134-T137)

___ **TEACH VOCABULARY:** renewable resources, nonrenewable resources, pollution, fossil fuel, hydroelectric power, and biomass (TE pp.T136-T137)

Module 23: Chapter 4: How Can We Protect Earth's Resources? Lesson 2-3 - Resources from Earth; Renewable Resources

Objective

Identify that Earth has both renewable and nonrenewable resources.

Identify ways Earth's renewable resources can be maintained.

Explain how water is an important renewable resources for human activity.

Propose solutions to problems related to water quality.

Assignment

___ **INTRODUCE:** Ask students if they have heard of the Grand Canyon (TE p.T138)

___ **TEACH:** have students read pages 138-139 (TE pp.T138-T139)

___ **ASSESS:** Identify: What are renewable resources; Explain; Apply (TE p.T139)

___ **INTRODUCE:** Have students study the photos on pages 140-141 (TE p.T140)

___ *TEACH: Have students look for examples of pollution on their street and have them draw the pollution they see and take notes about what they think is causing it (TE pp.T140-T141)*

___ *TEACH: Have students read pages 142-143 (TE pp.T142-T143)*

___ *TEACH: Have students read pages 144-145 (TE pp.T144-T145)*

___ *TEACH: Have students read pages 146-147 (TE pp.T146-T147)*

___ *ASSESS: Describe: Where does rainwater go after it runs into street drains, and what does it carry with it; explain; draw conclusions (TE p.T147)*

Module 24: Chapter 4: How Can We Protect Earth's Resources? Lesson 4-5 - Nonrenewable Resources; Nonrenewable Energy Resources

Objective

Identify some nonrenewable resources, including rock and metals.

Identify ways that nonrenewable resources are used.

Identify ways Earth's nonrenewable resources can be maintained.

Explain how metal can be recycled.

Explain how glass can be recycled.

Explain how products made from oil can be recycled.

Explain that people use a lot of energy resources.

Explain how fossil fuels are a major source of energy.

Assignment

___ *INTRODUCE: Ask students what objects in the classroom are made of metal (TE p.T148)*

___ *TEACH: Have students read pages 148-149 (TE pp.T148-T149)*

___ *TEACH: Have students make an outline in their science notebooks of pages 150-151 (TE pp.T150-T151)*

___ *TEACH: Have students read pages 152-153 (TE pp.T152-T153)*

___ *TEACH: Have students write a report (TE pp.T154-T155)*

___ *ASSESS: Recall: name a nonrenewable resource used in concrete; Compare; Predict (TE p.T155)*

___ *INTRODUCE: Have students share what they know about how energy is used in the places they visit (TE p.T156)*

___ *TEACH: Have students read pages 156-157 (TE pp.T156-T157)*

___ *TEACH: Have students read pages 158-159 (TE pp.T158-T159)*

___ *ASSESS: List: List three fossil fuels; Sequence; Evaluate (TE p.T159)*

Module 25: Chapter 4: How Can We Protect Earth's Resources? Lesson 6 - Renewable Energy Resources

Objective

Identify Earth's renewable energy sources.

Identify solar and wind as examples of renewable energy resources.

Identify moving water and biomass as examples of renewable energy resources.

Explain the pros and cons of different energy sources.

Assignment

___ **INTRODUCE:** Ask students to share what they know about renewable energy resources (TE p.T160)

___ **TEACH:** Have students read pages 160-161 (TE pp.T160-T161)

___ **TEACH:** Have students observe the wastes produced in their home (TE pp.T162-T163)

___ **TEACH:** Have students read pages 164-165 (TE pp.T164-T165)

___ **ASSESS:** Describe: What does a solar cell do; Explain; Draw Conclusions (TE p.T165)

Module 26: Chapter 4: How Can We Protect Earth's Resources? Lesson 7-8 - Saving Resources; Guided Inquiry**Objective**

Identify how Earth's renewable and nonrenewable resources can be maintained.

Investigate through Guide Inquiry (answer a question; make and compare observations; collect and record data; generate explanations and conclusions based on evidence; share findings; ask questions based on observations; adjust explanations based on findings).

Investigate the use of solar energy to make water cleaner.

Identify needs and design technological solutions that apply scientific principles and solve issues of general or social interest.

Propose solutions to problems related to water quality and availability that results from human activity.

Assignment

___ **INTRODUCE:** Ask students if they have ever felt cold drafts of air coming into a building, near windows or doors (TE p.T166)

___ **TEACH:** Have students read pages 166-167 (TE pp.T166-T167)

___ **ASSESS:** Describe; Classify; Apply (TE p.T167)

___ **INTRODUCE:** Have students share ideas about how they can use energy from the sun to make water cleaner (TE pp.T167a-T167b)

___ **BUILD VOCABULARY:** compare and conclude (TE p.T167b)

___ **GUIDE THE INVESTIGATION:** Have students stick the plastic cup securely to the bottom of the basin (TE p.T167b-T167c)

___ **EXPLAIN AND CONCLUDE:** Ask students how the water got into the cup (TE pp.T167c-T167d)

___ **FIND OUT MORE:** Have students generate another question for chapter 4 (TE p.T167d)

___ **REFLECT AND ASSESS:** Have students use the inquiry self-reflection on assessment handbook page 196 (TE p.T167d)

Module 27: Chapter 4: How Can We Protect Earth's Resources? Lesson 9-10 - Conclusion and Review; Earth Science Expert; Become an Expert

Objective

Describe how energy researchers using science and technology to do their job.

Assignment

___ **SUM UP THE BIG IDEA:** Display the chart from page T136-T137 (TE p.T168)

___ **DISCUSS THE BIG IDEA:** Write about the types of renewable resources and how people use them (TE p.T169)

___ **ASSESS THE BIG IDEA:** Have students write about vampire electricity (TE p.T169)

___ **INTRODUCE:** Have students read pages 170-171 (TE p.T170)

___ **TEACH:** Encourage students to learn more about a career in energy research (TE pp.T170-T171)

___ **ASSESS:** Recall: What does an energy researcher do; Explain; Draw Conclusions (TE p.T171)

___ **ACCESS SCIENCE CONTENT:** Identify how Earth's resources can be maintained (TE pp.T172-T173)

___ **ACCESS SCIENCE CONTENT:** Describe how to reduce trash and conserve fuel (TE pp.T174-T175)

___ **ACCESS SCIENCE CONTENT:** Recognize how to save water and other resources (TE pp.T176-T177)

___ **ACCESS SCIENCE CONTENT:** Recognize that people can save resources (TE pp.T178-T179)

___ **SHARE AND COMPARE:** Ask students to turn to partners and talk about what they learned about "being green" (TE p.T180)

___ **WRITE:** Have students write a conclusion that summarizes what they learned about going green (TE p.T180)

___ **DRAW:** Have students draw a picture of him or herself doing something "green" (TE p.T180)

Module 28: Chapter 5: How Are Weather and the Water Cycle Connected? Lesson 1 - Directed Inquiry

Objective

Investigate through Directed Inquiry (answer a question; make and compare observations; collect and record data and observations; generate explanations and conclusions based on evidence; share findings; ask questions based on observations to increase understanding).

Describe and trace the path of the water cycle.

Communicate and evaluate findings of observations and investigations using evidence.

Use models to make predictions, draw inferences, and explain scientific concepts.

Assignment

___ **INTRODUCE:** Invite students to share ideas about how sunlight might affect water (TE p.T181h)

___ **BUILD VOCABULARY:** observe, and predict (TE p.T181h)

___ **GUIDE THE INVESTIGATION:** Read the inquiry steps on pages 113-114 (TE pp.T181h-T181i)

___ **EXPLAIN AND CONCLUDE:** Ask students to explain how the water changed throughout the investigation (TE pp.T181i-T181j)

___ **FIND OUT MORE:** Have students generate another question for chapter 5 (TE p.T181j)

___ **REFLECT AND ASSESS:** Have students use the inquiry self-reflection on assessment handbook page 197 (TE p.T181j)

Module 29: Chapter 5: How Are Weather and the Water Cycle Connected? Lesson 2-3 - Big Idea Question and Vocabulary; The Air Around Us; Weather

Objective

Identify the water cycle and its importance to Earth.

Recognize that the atmosphere is a layer of gases, water, and tiny particles that wraps around Earth.

Identify the effect temperature and humidity have on weather patterns.

Identify the effect air pressure has on weather patterns.

Assignment

___ **INTRODUCE:** Ask students to recall a time when they observed a storm (TE pp.T184-T185)

___ **FOCUS ON THE BIG IDEA:** Have students orally share what they expect to find in each section for chapter 5 (TE pp.T182-T185)

___ **TEACH VOCABULARY:** weather, humidity, water cycle, evaporation, front, and climate (TE pp.T184-T185)

___ **INTRODUCE:** Ask students to think about a time when they were outside on a windy day (TE p.T186)

___ **TEACH:** Have students read pages 186-187 (TE pp.T186-T187)

___ **ASSESS:** Define: What is the atmosphere; Interpret Charts; Evaluate (TE p.T187)

___ **INTRODUCE:** Encourage students to compare their own ideas and experiences of weather with the information presented (TE p.T188)

___ **TEACH:** Have students read pages 188-189 (TE pp.T188-T189)

___ **TEACH:** Have students read pages 190-191 (TE pp.T190-T191)

___ **ASSESS:** Describe: What does air feel like when humidity is high; Explain; Draw Conclusions (TE p.T191)

Module 30: Chapter 5: How Are Weather and the Water Cycle Connected? Lesson 4 - Water Cycle

Objective

Identify the water cycle and its importance to Earth.

Identify and explain evaporation and its role in the water cycle.

Identify and explain condensation and its role in the water cycle.

Identify and explain precipitation and its role in the water cycle.

Explain how water returns to Earth and becomes surface water, runoff, or groundwater.

Assignment

___ **INTRODUCE:** Ask students what is a cycle (TE p.T192)

___ **TEACH:** Instruct students to use the graph on page 193 to draw conclusions about where most of Earth's surface waters are located and where most of the evaporation in the water cycle takes place (TE pp.T192-T193)

___ **TEACH:** Have students read pages 194-195 (TE pp.T194-T195)

___ **TEACH:** Have students read pages 196-197 (TE pp.T196-T197)

___ **TEACH:** Have students explain the three forms water can take and how it can change from one form to another (TE pp.T198-T199)

___ **ASSESS:** Define: What is the water cycle; Contrast; Evaluate (TE p.T199)

Module 31: Chapter 5: How Are Weather and the Water Cycle Connected? Lesson 5 - Observing Weather Patterns

Objective

Identify the tools scientists use to collect weather data.

Explain how air masses affect weather patterns in the areas.

Identify the characteristics of fronts and the weather patterns they generate.

Assignment

___ **INTRODUCE:** Have students learn about the tools scientists use to observe weather patterns (TE p.T200)

___ **TEACH:** Have students read pages 200-201 (TE pp.T200-T201)

___ **TEACH:** Have students look at the scientist on the page who is about to release a weather balloon (TE pp.T202-T203)

___ **TEACH:** Have students read pages 204-205 (TE pp.T204-T205)

___ **ASSESS:** Describe: Describe how air masses affect weather in areas they pass over; Explain; Predict (TE p.T205)

Module 32: Chapter 5: How Are Weather and the Water Cycle Connected? Lesson 6 - Climate

Objective

Differentiate between weather patterns and climate patterns.

Identify different climate regions in the United States and their characteristics.

Explain how latitude, elevation, and nearness to bodies of water affect a region's climate and weather patterns.

Assignment

___ **INTRODUCE:** Have students describe the weather in their region for each season (TE p.T206)

___ **TEACH:** Have students describe the climate of the area where they live (TE pp.T206-T207)

___ **TEACH:** Have students write a report (TE pp.T208-T209)

___ **TEACH:** Have students use a digital camera to make a slideshow that shows the characteristics of the climate zone where they live (TE pp.T210-T211)

___ **ASSESS:** List: List three factors that affect climate; Apply; Analyze (TE p.T211)

Module 33: Chapter 5: How Are Weather and the Water Cycle Connected? Lesson 7-9 - The Monsoon; Guided Inquiry; Conclusion and Review

Objective

Recognize the cause and impact of the monsoon in central Asia.

Investigate through Guide Inquiry (answer a question; make and compare observations; collect and record data; generate explanations and conclusions based on evidence; share findings; ask questions based on observations; adjust explanations based on findings).

Recognize and summarize relationships and patterns between weather data collected over a period of time.

Use appropriate tools to solve problems about the natural world including: measuring, observing and describing.

Explain how technology is helpful, enhances human abilities, and fulfills many purposes.

Assignment

___ **INTRODUCE:** Ask students if they can recall a difference in the summer and winter weather patterns where they live (TE p.T212)

___ **TEACH:** Have students read pages 212-213 (TE p.T213)

___ **ASSESS:** Define: What is a monsoon; Cause and Effect; Infer (TE p.T213)

___ **INTRODUCE:** Invite students to brainstorm about weather conditions that can be measured and weather tools that they have read about or used (TE pp.T213a-T213b)

___ **BUILD VOCABULARY:** measure (TE p.T213b)

___ **GUIDE THE INVESTIGATION:** Have students predict the weather for the next day (TE pp.T213b-T213c)

___ **EXPLAIN AND CONCLUDE:** Lead a discussion about the weather tools students used (TE pp.T213c-T213d)

___ **FIND OUT MORE:** Students should use their observations to generate other questions for chapter 5 (TE p.T213d)

___ **REFLECT AND ASSESS:** Have students use the inquiry self-reflection on assessment handbook page 198 (TE p.T213d)

___ **SUM UP THE BIG IDEA:** Display the chart from page T184-T185 (TE p.T214)

___ **DISCUSS THE BIG IDEA:** List factors that affect the weather; Describe the water cycle (TE p.T215)

___ **ASSESS THE BIG IDEA:** Have students write about weather (TE p.T215)

Module 34: Chapter 5: How Are Weather and the Water Cycle Connected? Lesson 10 - Earth Science Expert; Become an Expert

Objective

Describe how meteorologists use science and technology to do their job.

Assignment

___ **INTRODUCE:** Have students read pages 216-217 (TE p.T216)

___ **TEACH:** Encourage students to research careers in meteorology and to identify some famous meteorologists (TE pp.T216-T217)

___ **ASSESS:** Define: What does a meteorologist do; Cause and Effect; Infer (TE p.T217)

___ **ACCESS SCIENCE CONTENT:** Explain the need for emergency plans (TE pp.T218-T219)

___ ACCESS SCIENCE CONTENT: Describe hurricane preparations (TE pp.T220-T221)

___ ACCESS SCIENCE CONTENT: Explain how people prepare for tornadoes (TE pp.T222-T223)

___ ACCESS SCIENCE CONTENT: Describe winter storms and how to prepare for them (TE pp.T224-T225)

___ ACCESS SCIENCE CONTENT: Recognize the cause of floods and preparedness for them (TE pp.T226-T227)

___ SHARE AND COMPARE: Ask students to turn to their partners and talk about what they learned about severe weather (TE p.T228)

___ WRITE: Have students write a conclusion that summarizes what they learned about severe weather (TE p.T228)

___ DRAW: Have students draw a picture of how they might prepare for a hurricane, tornado, flood, or winter storm (TE p.T228)

Module 35: Chapter 5: How Are Weather and the Water Cycle Connected? Explore on your own

Objective

Deepen their science content knowledge even more as they focus on the big idea.

Assignment

___ READ INFORMATIONAL TEXT: Hurricane Hunters (TE pp.T228a-T228h)

Module 36: Chapter 5: How Are Weather and the Water Cycle Connected? Lesson 11-12 - Investigation Model; Think Like a Scientist; Unit Wrap Up

Objective

Investigate through open inquiry (generate questions to investigate; plan investigations; make and compare investigations; collect and record data and observations; generate explanations and conclusions based on evidence or observations; share findings; ask questions based on observations to increase understanding; adjust interpretations based on findings and new ideas).

Construct explanations for natural phenomena by using visual models.

Interpret and analyze data, identify and exclude erroneous information, and draw conclusions.

Use multiple sources to evaluate the strengths and weaknesses of data, claims, and arguments, and judge whether measurements are reasonable.

Identify the need for evidence in making scientific decisions.

Understand the need to question to accuracy of information displayed on a computer because the results produced may be affected by incorrect data entry.

Recognize that curiosity, skepticism, open-mindedness, and honesty are attributes of scientists.

Understand when to use the term "scientific theory" as opposed to an opinion.

Assignment

___ INTRODUCE: Ask students to think of a way they could use a model to find out more about the shapes of the planets (TE pp.T228m-T228n)

___ GUIDE THE INVESTIGATION: Assist students to develop a list of steps for their investigations (TE p.T228n)

- ___ *EXPLAIN AND CONCLUDE: Have groups tell about the steps they followed and the data they gathered (TE p.T228o)*
- ___ *FIND OUT MORE: Record student questions for possible future investigations (TE p.T228p)*
- ___ *REFLECT AND ASSESS: Have students use the inquiry self-reflection on assessment handbook page 199 (TE p.T228p)*
- ___ *INTRODUCE: Ask students did you wonder if the results were accurate? What did you do to make sure (TE p.T228q)*
- ___ *TEACH: Have students study the caption (TE pp.T228q-T228r)*
- ___ *TEACH: Have students read pages 132-133 (TE pp.T228s-T228t)*
- ___ *ASSESS: Use learning masters book, pages 151-152 and make sure students understand the graphs about tree frog populations as well as how scientific information is evaluated (TE p.T228t)*
- ___ *MAKE A SPACE MURAL: Have students make a mural of objects in space in decreasing order of size (TE p.T228u)*
- ___ *MONITOR AND REPORT THE WEATHER: Have students prepare weather reports to present to the school each day for a week (TE p.T228v)*
- ___ *DEMONSTRATE CYCLES CREATED BY EARTH AND ITS MOON: Have students demonstrate as they explain the cycles created by the motions of Earth and its moon (TE p.T228w)*
- ___ *DESIGN AND CREATE RESOURCE POSTERS: Have students use a computer program with graphics and word processing features to design and create posters about Earth's resources (TE p.T228x)*

Course Curriculum



THE LEARNING CHOICE
ACADEMY

8 - Elements of Literature, Second Course - Holt (2005)

Course Text: Elements of Literature, Second Course by Holt, 2005; a 36 Module Course.

Module 1: Collection 1 ? Telling Stories.

Objective

Evaluate the plot's structure and development and the way conflicts are resolved.

Retell and summarize a story's plot.

Understand the history of English.

Use apostrophes correctly.

Analyze preposition and support patterns in texts.

Assignment

___ READ AND COMPLETE: Elements of Literature: Plot on pp. 2-3.

___ READ AND COMPLETE: Reading Skills and Strategies: Retelling on p. 4.

___ READ: ?The Wise Old Woman? on pp. 5-12.

___ READ: Meet the Writer ? Yoshiko Uchida on p. 13.

___ COMPLETE: Practice the Strategy on pp. 14-15.

___ READ: Before You Read The Short Story on p. 16.

___ READ: ?Broken Chain? on pp. 17-24.

___ READ: Meet the Writer ? Gary Soto on p. 25.

___ COMPLETE: After You Read: Response and Analysis on p. 26.

___ COMPLETE: After You Read: Vocabulary Development on p. 27.

___ COMPLETE: After You Read: Grammar Link on p. 28.

___ READ AND COMPLETE: Informational Text: Analyzing Preposition and Support on pp. 29-31.

Module 2: Collection 1 ? Telling Stories.

Objective

Evaluate structural elements of the plot, including subplots and parallel episodes.

Use context clues.

Understand the history of English.

Identify etymologies of words.

Assignment

___ READ: *Before You Read The Short Story* on p. 32.

___ READ: *?Flowers for Algernon, Part 1?* on pp. 33-49.

___ COMPLETE: *After You Read: Response and Analysis* on p. 50.

___ READ: *?Flowers for Algernon, Part 2?* on pp. 51-62.

___ READ: *Meet the Writer ? Daniel Keyes* on p. 63.

___ COMPLETE: *After You Read: Response and Analysis* on p. 64.

___ COMPLETE: *After You Read: Vocabulary Development* on p. 65.

___ COMPLETE: *After You Read: Vocabulary Development* on p. 66.

Module 3: Collection 1 ? Telling Stories.**Objective**

Analyze preposition and support.

Recognize differences between facts, supported inferences, and opinions.

Map words; analyze comparisons in informal language.

Evaluate structural elements of plot, including foreshadowing.

Make predictions; avoid double comparisons.

Assignment

___ READ AND COMPLETE: *Informational Text: Analyzing Preposition and Support* on pp. 67-69.

___ COMPLETE: *After You Read: Vocabulary Development* on p. 70.

___ READ: *Before You Read The Short Story* on p. 71.

___ READ: *?The Landlady?* on pp. 72-80.

___ READ: *Meet the Writer ? Roald Dahl* on p. 80.

___ COMPLETE: *After You Read: Response and Analysis* on p. 81.

___ COMPLETE: *After You Read: Vocabulary Development* on p. 82.

___ COMPLETE: *After You Read: Grammar Link* on p. 83.

Module 4: Collection 1 ? Telling Stories.

Objective

Analyze story motifs.

Compare and contrast stories.

Write a comparison-contrast essay.

Assignment

___ READ: *Comparing Literature* on p. 84.

___ READ: *“The Monkey’s Paw?”* on pp. 85-99.

___ READ: *Meet the Writer ? W.W. Jacobs* on p. 99.

___ COMPLETE: *After You Read* on p. 100.

___ READ: *“The Third Wish?”* on pp. 101-107.

___ READ: *Meet the Writer ? Joan Aiken* on p. 107.

___ COMPLETE: *After You Read* on p. 108.

___ COMPLETE: *After You Read: Writing a Comparison-Contrast Essay* on p. 109.

___ READ: *No Questions Asked, “The Open Window?”* on pp. 110-115.

___ READ: *Meet the Writer ? Saki* on p. 115.

Module 5: Writing Workshop ? Narrative Writing.

Objective

Use appropriate prewriting and drafting skills to create a personal narrative.

Revise the narrative, adding precise words and figures of speech.

Evaluate and reflect on one’s narrative and one’s writing process.

Review your English skills.

Assignment

___ READ AND COMPLETE: *Writing Workshop: Narrative Writing ? Personal Narrative* on pp. 116-121.

___ COMPLETE: *Collection 1: Skills Review ? Literary Skills* on pp. 122-125.

___ COMPLETE: *Collection 1: Skills Review ? Informational Reading Skills* on pp. 126-127.

___ COMPLETE: *Collection 1: Skills Review ? Vocabulary Skills* on p. 128.

___ COMPLETE: *Collection 1: Skills Review ? Writing Skills* on p. 129.

___ READ ON: *For Independent Reading* on pp. 130-131.

Module 6: Collection 2 ? Do the Right Thing.

Objective

Understand the methods writers use to reveal character.

Understand comparing and contrasting.

Compare and contrast characters from different historical eras.

Make inferences.

Understand word origins.

Assignment

- ___ *READ AND COMPLETE: Elements of Literature ? Characters on pp. 134-135.*
- ___ *READ AND COMPLETE: Reading Skills and Strategies ? Comparing and Contrasting on p. 136.*
- ___ *READ: ?Thanksgiving? on pp. 137-140.*
- ___ *COMPLETE: Practice the Strategy on p. 141.*
- ___ *READ: Before You Read The Biography on p. 142.*
- ___ *READ: ?from Harriet Tubman: Conductor on the Underground Railroad? on pp. 143-152.*
- ___ *READ: Meet the Writer ? Ann Petry on p. 153.*
- ___ *COMPLETE: After You Read: Response and Analysis on p. 154.*
- ___ *COMPLETE: After You Read: Vocabulary Development on p. 155.*

Module 7: Collection 2 ? Do the Right Thing.

Objective

Analyze text structures.

Understand word origins; understand regular and irregular verbs.

Analyze character; compare and contrast characters.

Paraphrase a poem.

Analyze character motivation; summarize a story.

Understand the history of English.

Assignment

- ___ *READ AND COMPLETE: Informational Text: Understanding Text Structures on pp. 156-158.*
- ___ *COMPLETE: After You Read: Vocabulary Development on p. 160.*
- ___ *COMPLETE: After You Read: Grammar Link on p. 161.*
- ___ *READ: Before You Read The Narrative Poem on p. 162.*
- ___ *READ: ?Barbara Frietchie? on pp. 163-165.*
- ___ *READ: Meet the Writer ? John Greenleaf Whittier on p. 165.*
- ___ *COMPLETE: After You Read: Response and Analysis on p. 166.*
- ___ *COMPLETE: After You Read: Vocabulary Development on p. 167.*
- ___ *COMPLETE: After You Read: Grammar Link on p. 168.*
- ___ *READ: Before You Read The Short Story on p. 169.*
- ___ *READ: ?Too Soon a Woman? on pp. 170-174.*
- ___ *READ: Meet the Writer ? Dorothy M Johnson on p. 174.*
- ___ *COMPLETE: After You Read: Response and Analysis on p. 175.*
- ___ *COMPLETE: After You Read: Vocabulary Development on pp. 176-177.*

Module 8: Collection 2 ? Do the Right Thing.

Objective

Compare and contrast the way ideas are treated and organized in texts.

Identify word origins.

Compare and contrast characters from different historical eras.

Identify the main idea; use context clues.

Assignment

___ *READ AND COMPLETE: Informational Text: Comparing Texts: A Historical Document and An Article on pp. 178-183.*

___ *COMPLETE: After You Read on p. 184.*

___ *READ: Before You Read The Autobiography on p. 185.*

___ *READ: ?Mrs. Flowers? on pp. 186-189.*

___ *READ: Meet the Writer ? Maya Angelou on p. 190.*

___ *COMPLETE: After You Read: Response and Analysis on p. 191.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 192.*

___ *READ AND COMPLETE: Informational Text: Understanding Text Structures on pp. 193.*

Module 9: Collection 2 ? Do the Right Thing.

Objective

Analyze historical fiction; evaluate historical accuracy.

Compare and contrast texts.

Assignment

___ *READ: Comparing Literature on pp. 194-195.*

___ *READ: ?Battle of Shiloh? on pp. 195-196.*

___ *READ: ?Drumbeats and Bullets? on pp. 197-200.*

___ *READ: Meet the Writer ? Jim Murphy on p. 201.*

___ *COMPLETE: After You Read on p. 202.*

___ *READ: ?The Drummer Boy of Shiloh? on pp. 203-208.*

___ *READ: ?How I Came to Write the Drummer Boy of Shiloh? on pp. 209-210.*

___ *READ: Meet the Writer ? Ray Bradbury on p. 211.*

___ *COMPLETE: After You Read on p. 212.*

___ *COMPLETE: After You Read ? Evaluating Historical Accuracy on p. 213.*

___ *READ: No Questions Asked, ?Green Gulch? on pp. 214-215.*

___ *READ: ?My Parents? on p. 216.*

___ *READ: Meet the Writers ? Loren Eiseley and Stephen Spender on p. 217.*

Module 10: Collection 2 ? Do the Right Thing.

Objective

Use effective prewriting techniques to identify and develop a topic.

Use appropriate researching skills to write an informative report on a historical figure or event.

Review the report by adding relevant examples and transitions.

Create a list of works cited.

Review your English skills.

Assignment

___ **READ AND COMPLETE:** *Writing Workshop: Expository Writing ? Informative Report on pp. 218-223.*

___ **COMPLETE:** *Collection 2: Skills Review ? Literary Skills on pp. 224-227.*

___ **COMPLETE:** *Collection 2: Skills Review ? Informational Reading Skills on pp. 228-229.*

___ **COMPLETE:** *Collection 2: Skills Review ? Vocabulary Skills on p. 230.*

___ **COMPLETE:** *Collection 2: Skills Review ? Writing Skills on p. 231.*

___ **READ ON:** *for Independent Reading on pp. 232-233.*

Module 11: Collection 3 ? Being There.

Objective

Analyze setting and its influence on mood and tone.

Make inferences.

Visualize setting.

Verify word meanings by example; understand homophones and homographs.

Assignment

___ **READ AND COMPLETE:** *Elements of Literature ? Setting on pp. 236-237.*

___ **READ AND COMPLETE:** *Reading Skills and Strategies on p. 238.*

___ **READ:** *?The Green Mamba? on pp. 239-247.*

___ **COMPLETE:** *Practice the Strategy on pp. 248-249.*

___ **READ:** *Before You Read The True Narrative on p. 250.*

___ **READ:** *?In Trouble? on pp. 251-257.*

___ **READ:** *Meet the Writer ? Gary Paulsen on p. 258.*

___ **COMPLETE:** *After You Read: Response and Analysis on p. 259.*

___ **COMPLETE:** *After You Read: Vocabulary Development on p. 260.*

Module 12: Collection 3 ? Being There.

Objective

Analyze a comparison-contrast article.

Use context clues.

Analyze the role of setting; analyze chronological order.

Understand word analogies.

Analyze text structures of a magazine article.

Analyze tone and setting; make inferences.

Assignment

___ READ AND COMPLETE: *Informational Text: Understanding Comparison and Contrast* on pp. 261-263.

___ COMPLETE: *After You Read: Vocabulary Development* on p. 264.

___ READ: *Before You Read The Short Story* on p. 265.

___ READ: *?There Will Come Soft Rains?* on pp. 266-271.

___ READ: *Meet the Writer ? Ray Bradbury* on p. 272.

___ COMPLETE: *After You Read: Response and Analysis* on p. 273.

___ COMPLETE: *After You Read: Vocabulary Development* on p. 274.

___ READ AND COMPLETE: *Informational Text: Understanding Text Structures* on pp. 275-279.

___ READ: *Before You Read The Short Story* on p. 280.

___ READ: *?The Circuit?* on pp. 281-285.

___ READ: *Meet the Writer ? Francisco Jimenez* on p. 286.

___ COMPLETE: *After You Read: Response and Analysis* on p. 287.

___ COMPLETE: *After You Read: Vocabulary Development* on p. 288.

Module 13: Collection 3 ? Being There.

Objective

Analyze a cause-and-effect article.

Identify the origins and meanings of foreign words; use pronouns correctly.

Draw inferences, draw conclusions, and make generalizations.

Recognize a writer?s message.

Assignment

___ READ AND COMPLETE: *Informational Text: Understanding Cause and Effect* on pp. 289-292.

___ COMPLETE: *After You Read: Vocabulary Development* on p. 293.

___ READ AND COMPLETE: *Informational Text: Drawing Inferences, Drawing Conclusions and Making Generalizations* on pp. 294-296.

___ COMPLETE: *After You Read: Vocabulary Development* on p. 297.

___ READ: *Author Study: Ray Bradbury* on p. 298.

___ READ: ?from Ray Bradbury is on Fire!? on pp. 299-302.

___ READ: ?The Flying Machine? on pp. 303-310.

___ COMPLETE: After You Read on p. 311.

Module 14: Collection 3 ? Being There.

Objective

Recognize a writer's message.

Write an expository essay; design a graphic story; analyze metaphors.

Assignment

___ READ: Before You Read on p. 312.

___ READ: ?The Dragon? on pp. 313-317.

___ COMPLETE: After You Read on p. 318.

___ READ: ?The Fog Horn? on pp. 319-328.

___ COMPLETE: After You Read on p. 329.

___ COMPLETE: After You Read on p. 330.

___ READ: No Questions Asked, ?Shipwreck at the Bottom of the World? on pp. 331-336.

___ READ: Meet the Writer ? Jennifer Armstrong on p. 337.

Module 15: Writing Workshop ? Persuasive Writing.

Objective

Use appropriate prewriting and drafting skills to create an essay supporting a position.

Revise the essay by elaborating on evidence and by addressing possible counterarguments.

Reflect on and assess one's writing process and essay.

Review your English skills.

Assignment

___ READ AND COMPLETE: Writing Workshop: Persuasive Writing ? Supporting a Position on pp. 338-343.

___ COMPLETE: Collection 3: Skills Review ? Literary Skills on pp. 344-346.

___ COMPLETE: Collection 3: Skills Review ? Vocabulary Skills on pp. 347-348.

___ COMPLETE: Collection 3: Skills Review ? Writing Skills on p. 349.

___ READ ON: for Independent Reading on pp. 350-351.

Module 16: Collection 4 ? The Human Spirit.

Objective

Identify and analyze themes.

Develop summary and theme statements.

Use resources to understand the historical background of a play.

Identify flashback and conflicts.

Assignment

___ READ AND COMPLETE: *Elements of Literature ? Theme* on pp. 354-355.

___ READ AND COMPLETE: *Reading Skills and Strategies ? Theme* on p. 356.

___ READ: *?The People Could Fly?* on pp. 357-361.

___ READ: *Meet the Writer ? Virginia Hamilton* on p. 362.

___ COMPLETE: *Practice the Strategy* on p. 363.

___ READ: *Before You Read The Play* on pp. 364-366.

___ READ: *?The Diary of Anne Frank, Act One, Scenes 1-3?* on pp. 369-394.

___ COMPLETE: *After You Read: Response and Analysis* on p. 395.

Module 17: Collection 4 ? The Human Spirit.

Objective

Use resources to understand the historical background of a play.

Identify flashback and conflicts.

Analyze character; make predictions.

Compare and contrast characters.

Verify word meanings; use modifiers correctly.

Assignment

___ READ: *?The Diary of Anne Frank, Act One, Scenes 4-5?* on pp. 396-409.

___ COMPLETE: *After You Read: Response and Analysis* on p. 410.

___ READ: *?The Diary of Anne Frank, Act Two and the Play as a Whole?* on pp. 411-434.

___ READ: *Meet the Writers ? Frances Goodrich and Albert Hackett* on p. 435.

___ COMPLETE: *After You Read: Response and Analysis* on pp. 436-437.

___ COMPLETE: *After You Read: Vocabulary Development* on p. 438.

___ READ: *Before You Read The Diary* on p. 439.

___ READ: *?from the Diary of a Young Girl?* on pp. 440-441.

___ COMPLETE: *After You Read: Response and Analysis* on p. 442.

Module 18: Collection 4 ? The Human Spirit.

Objective

Analyze main ideas in factual reporting.

Use prior knowledge to analyze factual reporting.

Analyze connotations; join independent clauses correctly.

Connect main ideas across texts.

Assignment

___ READ: *Before You Read The Article on pp. 443-444.*

___ READ: *?A Tragedy Revealed: A Heroine?s Last Days? on pp. 445-459.*

___ READ: *Meet the Writer ? Ernst Schnabel on p. 459.*

___ COMPLETE: *After You Read: Response and Analysis on p. 460.*

___ COMPLETE: *After You Read: Vocabulary Development on p. 461.*

___ READ AND COMPLETE: *Informational Text: Identifying and Connecting Main Ideas on pp. 462-466.*

___ COMPLETE: *After You Read: Vocabulary Development on p. 467.*

Module 19: Collection 4 ? The Human Spirit.

Objective

Analyze recurring themes across traditional and contemporary works.

Make generalizations.

Use restatement to verify meanings; avoid double negatives.

Analyze refrain; use dialogue with the text notes.

Analyze the literary devices that define a writer?s style.

Assignment

___ READ: *Before You Read The Autobiography and the Poem on p. 468.*

___ READ: *?Camp Harmony? on pp. 469-473.*

___ READ: *Meet the Writer ? Monica Sone on p. 474.*

___ READ: *?In Response to Executive Order 9066? on pp. 475.*

___ READ: *Meet the Writer ? Dwight Okita on p. 476.*

___ Complete *After You Read: Response and Analysis on p. 477.*

___ COMPLETE: *After You Read: Vocabulary Development on p. 478.*

___ READ: *Before You Read The Speech on p. 479.*

___ READ: *?The Gettysburg Address? on pp. 480-481.*

___ READ: *Meet the Writer ? Abraham Lincoln on p. 481.*

___ READ: *Before You Read The Speech on p. 482.*

___ READ: *?I Have a Dream? on pp. 483-485.*

___ READ: *Meet the Writer ? Martin Luther King Jr on p. 485.*

___ **COMPLETE:** *After You Read: Response and Analysis* on p. 486.

___ **COMPLETE:** *After You Read: Vocabulary Development* on p. 487.

Module 20: Collection 4 ? The Human Spirit.

Objective

Clarify informational texts by taking notes and creating and analyzing an outline.

Analyze theme; compare and contrast texts.

Assignment

___ **READ AND COMPLETE:** *Informational Text: Taking Notes and Making Outlines* on pp. 488-491.

___ **READ:** *Comparing Literature* on p. 492.

___ **READ:** *?The New Colossus?* on pp. 493-494.

___ **READ:** *Meet the Writer ? Emma Lazarus* on p. 494.

___ **COMPLETE:** *After You Read* on p. 495.

___ **READ:** *?Refugee in America?* on pp. 496-497.

___ **READ:** *Meet the Writer ? Langston Hughes* on p. 497.

___ **COMPLETE:** *After You Read* on p. 498.

___ **READ:** *?The First Americans?* on pp. 499-501.

___ **COMPLETE:** *After You Read* on p. 502.

___ **COMPLETE:** *After You Read: Comparing* on p. 503.

___ **READ:** *No Questions Asked, ?First Stop: Ellis Island?* on pp. 504-505.

___ **READ:** *No Questions Asked, ?Coming to America?* on pp. 506-515.

___ **READ:** *Meet the Writer ? Janet Bode* on p. 515.

Module 21: Writing Workshop ? Expository Writing.

Objective

Use appropriate prewriting and drafting skills to create a comparison-contrast essay using the block or point-by-point method of organization.

Revise the comparison-contrast essay, including details and examples and concluding with a restatement of the main idea.

Reflect on and assess one?s writing process and comparison-contrast essay.

Review your English skills.

Assignment

___ **READ AND COMPLETE:** *Writing Workshop: Expository Writing ? Comparison-Contrast Essay* on pp. 516-521.

___ **COMPLETE:** *Collection 4: Skills Review ? Literary Skills* on pp. 522-523.

___ **COMPLETE:** *Collection 4: Skills Review ? Vocabulary Skills* on p. 524.

___ **COMPLETE:** *Collection 4: Skills Review ? Writing Skills* on p. 525.

___ READ ON: *For Independent Reading on pp. 526-527.*

Module 22: Collection 5 ? A Matter of Style.

Objective

Identify the literary devices that define a writer's style.

Understand fallacious reasoning.

Analyze the narrator; identify literary devices that define a writer's style; preview the story.

Identify synonyms; explain figures of speech.

Make judgments; identify and explain figures of speech; write an analogy.

Assignment

___ READ AND COMPLETE: *Elements of Literature ? Elements of Style on pp. 530-532.*

___ READ AND COMPLETE: *Reading Skills and Strategies on p. 533.*

___ READ: *?Edgar Allan Poe: His Life Revealed in His Work? on p. 534.*

___ COMPLETE: *Practice the Strategy on p. 535.*

___ READ: *Before You Read The Short Story on p. 536.*

___ READ: *?The Tell-Tale Heart? on pp. 537-542.*

___ READ: *Meet the Writer ? Edgar Allan Poe on p. 543.*

___ COMPLETE: *After You Read: Response and Analysis on p. 544.*

___ COMPLETE: *After You Read: Vocabulary Development on p. 545.*

___ READ: *Before You Read The Short Story on p. 546.*

___ READ: *?Raymond's Run? on pp. 547-554.*

___ READ: *Meet the Writer ? Toni Cade Bambara on p. 555.*

___ COMPLETE: *After You Read: Response and Analysis on p. 556.*

___ COMPLETE: *After You Read: Vocabulary Development on p. 557.*

Module 23: Collection 5 ? A Matter of Style.

Objective

Analyze supported and unsupported inferences.

Analyze the literary devices that define a writer's style; practice reading poetry.

Analyze metaphors, similes and personification.

Analyze elements of humor; compare humorous styles.

Assignment

___ READ AND COMPLETE: *Informational Text: Understanding Supported and Unsupported Inferences on pp. 558-561.*

___ READ: *Before You Read The Poems on p. 562.*

___ READ: *?My Mother Pieced Quilts? on pp. 563-564.*

- ___ READ: ?Sueter/Sweater? on p. 565.
- ___ READ: Meet the Writers ? Teresa Palomo Acosta and Alberto Forcada on p. 566.
- ___ COMPLETE: After You Read: Response and Analysis on p. 567.
- ___ COMPLETE: After You Read: Vocabulary Development on p. 568.
- ___ READ: Before You Read The Poems on p. 569.
- ___ READ: ?A Word Is Dead/The Word/La Palabra? on pp. 570-571.
- ___ READ: Meet the Writers ? Emily Dickenson and Manuel Ulacia on p. 571.
- ___ COMPLETE: After You Read: Response and Analysis on p. 572.
- ___ COMPLETE: After You Read: Vocabulary Development on p. 573.
- ___ READ: Comparing Literature on p. 574.
- ___ READ: ?Brer Rabbit and Brer Lion? on pp. 575-577.
- ___ READ: Meet the Writer ? Julius Lester on p. 577.
- ___ COMPLETE: After You Read on p. 578.

Module 24: Collection 5 ? A Matter of Style.

Objective

Analyze elements of humor; compare humorous styles.

Write a comparison essay.

Assignment

- ___ READ: ?The Ransom of Red Chief? on pp. 579-593.
- ___ READ: Meet the Writer ? O. Henry on p. 594.
- ___ COMPLETE: After You Read on p. 595.
- ___ COMPLETE: After You Read: Writing a Comparison Essay on p. 596.
- ___ READ: No Questions Asked, ?Brer Possum?s Dilemma? on pp. 597-601.
- ___ READ: Meet the Writer ? Jackie Torrence on pp. 600-601.

Module 25: Writing Workshop ? Expository Writing.

Objective

Use appropriate prewriting techniques to choose a character and develop a character analysis.

Develop a first draft, using prewriting notes and charts.

Use evaluate criteria as a basis for determining revision strategies.

Review your English skills.

Assignment

- ___ *READ AND COMPLETE: Writing Workshop: Expository Writing ? Character Analysis on pp. 602-607.*
- ___ *COMPLETE: Collection 5: Skills Review ? Literary Skills on pp. 608-609.*
- ___ *COMPLETE: Collection 5: Skills Review ? Vocabulary Skills on p. 610.*
- ___ *COMPLETE: Collection 5: Skills Review ? Writing Skills on p. 611.*
- ___ *READ ON: For Independent Reading on pp. 612-613.*

Module 26: Collection 6 ? Poetry: Sound and Sense.

Objective

Understand elements of poetry.

Use specific strategies to read and analyze a poem.

Analyze the characteristics of lyric poetry.

Use specific strategies to read a poem.

Analyze the characteristics of narrative poetry.

Analyze rhythm and meter.

Assignment

- ___ *READ AND COMPLETE: Elements of Literature ? Poetry on pp. 616-618.*
- ___ *READ AND COMPLETE: Reading Skills and Strategies on p. 619.*
- ___ *READ: ?Riding Lesson? on pp. 620-621.*
- ___ *COMPLETE: Practice the Strategy on p. 622-623.*
- ___ *READ: Meet the Writers ? Henry Taylor and Billy Collins on p. 623.*
- ___ *READ: Before You Read the Poem on p. 624.*
- ___ *READ: ?Valentine for Ernest Mann? on pp. 625-626.*
- ___ *READ: Meet the Writer ? Naomi Shihab Nye on p. 626.*
- ___ *COMPLETE: After You Read: Response and Analysis on p. 627.*
- ___ *READ: Before You Read the Poem on p. 628.*
- ___ *READ: ?Paul Revere?s Ride? on pp. 629-634.*
- ___ *READ: Meet the Writer ? Henry Wadsworth Longfellow on p. 634.*
- ___ *COMPLETE: After You Read: Response and Analysis on p. 635.*

Module 27: Collection 6 ? Poetry: Sound and Sense.

Objective

Analyze characteristics of different forms of poetry, including ballads.

Analyze characteristics of different types of poetry, including an epic and a mock-heroic poem.

Analyze summaries by comparing the original text with the summary.

Assignment

- ___ READ: *Before You Read the Poems* on p. 636.
- ___ READ: *“The Cremation of Sam McGee”* on pp. 637-641.
- ___ READ: *Meet the Writer ? Robert W Service* on p. 642.
- ___ READ: *“The Dying Cowboy”* on p. 643.
- ___ READ: *“Maiden-Saving Sam”* on p. 644.
- ___ COMPLETE: *After You Read: Response and Analysis* on pp. 645-646.
- ___ READ: *Before You Read The Epic and the Poem* on p. 647.
- ___ READ: *“Beowulf”* on pp. 648-649.
- ___ READ: *“Casey at the Bat”* on pp. 650-652.
- ___ READ: *Meet the Writer ? Ernest Lawrence Thayer* on p. 652.
- ___ COMPLETE: *After You Read: Response and Analysis* on p. 653.
- ___ READ AND COMPLETE: *Informational Text: Understanding Summaries* on pp. 654-656.

Module 28: Collection 6 ? Poetry: Sound and Sense.

Objective

- Analyze the characteristics of different forms of poetry, including an ode.*
- Analyze characteristics of different forms of poetry, including a sonnet.*
- Use a poem’s form to find its meaning.*
- Analyze characteristics of different forms of poetry, including an elegy and free verse.*
- Analyze an extended metaphor.*
- Analyze a summary of an informational text.*

Assignment

- ___ READ: *Before You Read The Poems* on p. 657.
- ___ READ: *“Ode to Thanks”* on p. 658.
- ___ READ: *“Birdfoot’s Grampa”* and *“Ode to a Toad”* on p. 659.
- ___ READ: *Meet the Writers ? Pablo Neruda and Joseph Bruchac* on p. 660.
- ___ COMPLETE: *After You Read: Response and Analysis* on p. 661.
- ___ READ: *Before You Read The Poem* on p. 662.
- ___ READ: *“On the Grasshopper and the Cricket”* on pp. 663-664.
- ___ READ: *Meet the Writer ? John Keats* on p. 664.
- ___ COMPLETE: *After You Read: Response and Analysis* on p. 665.
- ___ READ: *Before You Read The Poem* on p. 666.
- ___ READ: *“Oh Captain! My Captain!”* on pp. 667-668.
- ___ READ: *Meet the Writer ? Walt Whitman* on p. 668.

- ___ COMPLETE: *After You Read: Response and Analysis* on p. 669.
- ___ READ: *Before You Read The Poems* on p. 670.
- ___ READ: *?I Hear America Singing?* on p. 671.
- ___ READ: *?I, Too?* on p. 672.
- ___ COMPLETE: *After You Read: Response and Analysis* on p. 673.
- ___ READ AND COMPLETE: *Informational Text: Understanding a Summary* on pp. 674-676.

Module 29: Collection 6 ? Poetry: Sound and Sense.

Objective

Identify and analyze recurring themes across works; compare and contrast poems.

Write a comparison-contrast essay; write a thank-you note.

Assignment

- ___ READ: *Comparing Literature* on p. 677.
- ___ READ: *?Grandma Ling?* on pp. 679-680.
- ___ READ: *Meet the Writer ? Amy Ling* on p. 680.
- ___ COMPLETE: *After You Read* on p. 681.
- ___ READ: *?Legacy II?* on pp. 682-683.
- ___ READ: *Meet the Writer* on p. 683.
- ___ COMPLETE: *After You Read* on p. 684.
- ___ COMPLETE: *After You Read: Comparing* on p. 685.
- ___ READ: *No Questions Asked, ?The Naming of Cats?* on pp. 686-687.
- ___ READ: *Meet the Writer ? T.S. Eliot* on p. 687.

Module 30: Media Workshop ? Multimedia Presentation.

Objective

Use appropriate research and planning techniques to present a poetry reading.

Revise the introduction, plan the order of poems, include different types of media, and rehearse the presentation.

Reflect on and assess one's poetry presentation.

Review your English skills.

Assignment

- ___ READ AND COMPLETE: *Media Workshop: Multimedia Presentation ? Poetry in Performance* on pp. 688-693.
- ___ COMPLETE: *Collection 6: Skills Review ? Literary Skills* on pp. 694-695.
- ___ COMPLETE: *Collection 6: Skills Review ? Informational Reading Skills* on pp. 696-697.
- ___ COMPLETE: *Collection 6: Skills Review ? Vocabulary Skills* on p. 698.
- ___ COMPLETE: *Collection 6: Skills Review ? Writing Skills* on p. 699.

___ READ ON: *For Independent Reading* on pp. 700-701.

Module 31: Collection 7 ? Literary Criticism: A Biographical Approach.

Objective

Analyze how a literary work reflects the attitudes and beliefs of its author.

Use a biographical approach to literary criticism.

Analyze the speaker; ask questions about historical or factual details in the story.

Verify word meanings by example; use contractions correctly.

Assignment

___ READ AND COMPLETE: *Elements of Literature ? Literary Criticism* on pp. 704-705.

___ READ AND COMPLETE: *Reading Skills and Strategies ? Taking a Biographical Approach to Literary Criticism* on p. 706.

___ READ: *?Robert Frost?* on pp. 707.

___ READ: *?Out, Out-?* on pp. 708-709.

___ COMPLETE: *Practice the Strategy* on p. 710.

___ Read Before You Read the Short Story on p. 711.

___ READ: *?Ribbons?* on pp. 712-721.

___ READ: *Meet the Writer ? Laurence Yep* on p. 721.

___ COMPLETE: *After You Read: Response and Analysis* on p. 722.

___ COMPLETE: *After You Read: Vocabulary Development* on p. 723.

Module 32: Collection 7 ? Literary Criticism: A Biographical Approach.

Objective

Analyze unity and text structure.

Analyze context clues.

Analyze a writer's background and understand the biographical approach to literary criticism; retell the story.

Use vocabulary words in context; understand contractions.

Assignment

___ READ AND COMPLETE: *Informational Text: Understanding Unity and Text Structure* on pp. 724-727.

___ COMPLETE: *After You Read: Vocabulary Development* on p. 728.

___ READ: *Before You Read The Short Story* on p. 729.

___ READ: *?The Treasure of Lemon Brown?* on pp. 730-739.

___ READ: *Meet the Writer ? Walter Dean Myers* on p. 739.

___ COMPLETE: *After You Read: Response and Analysis* on p. 740.

___ COMPLETE: *After You Read: Vocabulary Development* on p. 741.

Module 33: Collection 7 ? Literary Criticism: A Biographical Approach.

Objective

Analyze the logic, coherence and consistency of informational texts.

Analyze universal themes across works; analyze idioms.

Assignment

___ **READ AND COMPLETE:** *Informational Text: Understanding Logic, Coherence and Consistency* on pp. 742-745.

___ **COMPLETE:** *After You Read: Vocabulary Development* on p. 746.

___ **READ:** *Before You Read The Short Story* on p. 747.

___ **READ:** *‘A Smart Cookie?’ and ‘Bien Aguilá?’* on pp. 748-749.

___ **READ:** *Meet the Writer ‘Sandra Cisneros’* on p. 750.

___ **COMPLETE:** *After You Read: Response and Analysis* on p. 751.

___ **COMPLETE:** *After You Read: Vocabulary Development* on p. 752.

Module 34: Collection 7 ‘Literary Criticism: A Biographical Approach.’

Objective

Analyze an epilogue; read a dialogue.

Evaluate the plot’s structure and development, and the way conflicts are resolved.

Compare and contrast stories.

Write a comparison-contrast essay; evaluate oral history; write a persuasive essay.

Assignment

___ **READ:** *Before You Read The Poem* on p. 753.

___ **READ:** *‘Saying Yes?’* on pp. 754-756.

___ **READ:** *Meet the Writer ‘Diana Chang’* on p. 756.

___ **COMPLETE:** *After You Read: Response and Analysis* on p. 757.

___ **READ:** *Comparing Literature* on p. 758.

___ **READ:** *‘The Medicine Bag?’* on pp. 759-771.

___ **READ:** *Meet the Writer ‘Virginia Driving Hawk Sneve’* on p. 771.

___ **COMPLETE:** *After You Read* on p. 772.

___ **READ:** *‘An Hour with Abuelo?’* on pp. 773-779.

___ **READ:** *Meet the Writer ‘Judith Ortiz Cofer’* on p. 779.

___ **COMPLETE:** *After You Read* on p. 780.

___ **COMPLETE:** *After You Read: Comparing* on p. 781.

___ **READ:** *No Questions Asked, ‘The Old Grandfather and His Little Grandson’* on pp. 782-783.

Module 35: Writing Workshop ‘Narrative Writing.’

Objective

Use appropriate prewriting and drafting skills to create a short story.

Revise the short story to establish characters, setting, and conflict; build to a climax, and arrive at a final resolution.

Reflect on and assess one's short story and writing process.

Review your English skills.

Assignment

___ **READ AND COMPLETE:** *Writing Workshop: Narrative Writing ? Short Story* on pp. 784-789.

___ **COMPLETE:** *Collection 7: Skills Review ? Literary Skills* on pp. 790-791.

___ **COMPLETE:** *Collection 7: Skills Review ? Informational Reading Skills* on pp. 792-793.

___ **COMPLETE:** *Collection 7: Skills Review ? Vocabulary Skills* on p. 794.

___ **COMPLETE:** *Collection 7: Skills Review ? Writing Skills* on p. 495.

___ **READ ON:** *For Independent Reading* on pp. 796-797.

Module 36: Collection 8 ? Reading for Life.

Objective

Understand the function of work place documents, public documents, and consumer documents.

Use specific strategies for reading informational texts.

Analyze information from documents to solve a problem.

Compare and contrast features of consumer materials.

Analyze technical directions.

Assignment

___ **READ AND COMPLETE:** *Reading Informational Texts ? Documents for Life* on pp. 800-802.

___ **READ AND COMPLETE:** *Reading Skills and Strategies* on p. 803.

___ **READ:** *?Tools of the Trade?* on pp. 804-807.

___ **COMPLETE:** *Practice the Strategy* on p. 808.

___ **READ AND COMPLETE:** *informational Text ? Using Documents to Solve a Problem* on pp. 809-817.

___ **READ AND COMPLETE:** *Informational Text ? Understanding Consumer Materials* on pp. 818-827.

___ **READ AND COMPLETE:** *Informational Text ? Understanding Technical Directions* on pp. 828-834.

Module 37: Collection 8 ? Reading for Life.

Objective

Use appropriate prewriting and drafting skills to create a problem solution essay.

Review the problem solution essay by clearly stating the problem, providing supporting evidence, considering opposing opinions and adjusting the tone.

Reflect on and assess one's writing process and problem solution essay.

Assignment

___ *READ AND COMPLETE: Writing Workshop: Persuasive Writing ? Problem-Solution Essay on pp. 835-840.*

___ *COMPLETE: Collection 8: Skills Review ? Writing Skills on p. 841.*

___ *READ ON: For Independent Reading on pp. 842-843.*

Course Curriculum



THE LEARNING CHOICE
ACADEMY

HS - TLC California Integrated Math 1 -
Houghton Mifflin Harcourt Publishing
Company (2015)

Course Text: California Integrated Math 1 by Houghton Mifflin Harcourt Publishing Company, Copyright 2015; a 25 Module Course

Module 1: Quantitative Reasoning

Objective

Solve Equations.

Model Quantities.

Report with Precision and Accuracy.

Assignment

___ *Complete Beginning-of-Year Test.*

___ *Complete Unit 1 Reading Start-Up.*

___ *Complete Module 1 Are You Ready?*

___ *Complete Lesson 1.1 Engage Essential Question.*

___ *Complete Lesson 1.1 Explore Solving Equations by Guess-and-Check or by Working Backward.*

___ *Complete Lesson 1.1 Explain Solving One-Variable Two-Step Equations.*

___ *Complete Lesson 1.1 Explain Solving Equations to Define a Unit.*

___ *Complete Lesson 1.1 Elaborate.*

___ *Complete Lesson 1.1 Evaluation.*

___ *Complete Lesson 1.1 Performance Task.*

___ *Complete Lesson 1.2 Engage Essential Question.*

___ *Complete Lesson 1.2 Explore Using Ratios and Proportions to Solve Problems.*

___ *Complete Lesson 1.2 Explain Using Scale Drawings and Models to Solve Problems.*

___ *Complete Lesson 1.2 Explain Using Dimensional Analysis to Convert Measurements.*

___ *Complete Lesson 1.2 Explain Graphing a Proportional Relationship.*

___ *Complete Lesson 1.2 Elaborate.*

- ___ Complete Lesson 1.2 Evaluation.
- ___ Complete Lesson 1.2 Performance Task.
- ___ Complete Lesson 1.3 Engage Essential Question.
- ___ Complete Lesson 1.3 Explore Comparing Precision of Measurements.
- ___ Complete Lesson 1.3 Explain Determining Precision of Calculated Measurements.
- ___ Complete Lesson 1.3 Explain Identifying Significant Digits.
- ___ Complete Lesson 1.3 Explain Using Significant Digits in Calculated Measurements.
- ___ Complete Lesson 1.3 Explain Using Significant Digits in Estimation.
- ___ Complete Lesson 1.3 Elaborate.
- ___ Complete Lesson 1.3 Evaluation.
- ___ Complete Lesson 1.3 Performance Task.
- ___ Complete Module 1 Study Guide Review.
- ___ Complete Module 1 Performance Task.
- ___ Complete Module 1 Ready to Go On?
- ___ Complete Module 1 Assessment Readiness.

Standard

- ___ //9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.1
- ___ //9-12/Mathematics/Algebra I/Quantities/N.Q.1
- ___ //9-12/Mathematics/Algebra I/Quantities/N.Q.2
- ___ //9-12/Mathematics/Algebra I/Quantities/N.Q.3

Module 2: Algebraic Models

Objective

- Model with Expressions.*
- Create and Solve Equations.*
- Solve for a Variable.*
- Create and Solve Inequalities.*
- Create and Solve Compound Inequalities.*

Assignment

- ___ Complete Module 2 Are You Ready?
- ___ Complete Lesson 2.1 Engage Essential Question.
- ___ Complete Lesson 2.1 Explore Interpreting Parts of an Expression.
- ___ Complete Lesson 2.1 Explain Interpreting Algebraic Expressions in Context.
- ___ Complete Lesson 2.1 Explain Comparing Algebraic Expressions.
- ___ Complete Lesson 2.1 Explain Modeling Expressions in Context.

- ___ Complete Lesson 2.1 Elaborate.
- ___ Complete Lesson 2.1 Evaluation.
- ___ Complete Lesson 2.1 Performance Task.
- ___ Complete Lesson 2.2 Engage Essential Question.
- ___ Complete Lesson 2.2 Explore Creating Equations from Verbal Descriptions.
- ___ Complete Lesson 2.2 Explain Creating and Solving Equations Using the Distributive Property.
- ___ Complete Lesson 2.2 Explain Creating and Solving Equations with Variables on Both Sides.
- ___ Complete Lesson 2.2 Explain Constructing Equations from an Organized Table.
- ___ Complete Lesson 2.2 Elaborate.
- ___ Complete Lesson 2.2 Evaluation.
- ___ Complete Lesson 2.2 Performance Task.
- ___ Complete Lesson 2.3 Engage Essential Question.
- ___ Complete Lesson 2.3 Explore Rearranging Mathematical Formulas.
- ___ Complete Lesson 2.3 Explain Rearranging Scientific Formulas.
- ___ Complete Lesson 2.3 Explain Rearranging Literal Equations.
- ___ Complete Lesson 2.3 Elaborate.
- ___ Complete Lesson 2.3 Evaluation.
- ___ Complete Lesson 2.3 Performance Task.
- ___ Complete Lesson 2.4 Engage Essential Question.
- ___ Complete Lesson 2.4 Explore Creating Inequalities from Verbal Descriptions.
- ___ Complete Lesson 2.4 Explain Creating and Solving Inequalities Involving the Distributive Property.
- ___ Complete Lesson 2.4 Explain Creating and Solving Inequalities with Variables on Both Sides.
- ___ Complete Lesson 2.4 Elaborate.
- ___ Complete Lesson 2.4 Evaluation.
- ___ Complete Lesson 2.4 Performance Task.
- ___ Complete Lesson 2.5 Engage Essential Question.
- ___ Complete Lesson 2.5 Explore Truth Table and Compound Statements.
- ___ Complete Lesson 2.5 Explain Solving Compound Inequalities Involving AND.
- ___ Complete Lesson 2.5 Explain Solving Compound Inequalities Involving OR.
- ___ Complete Lesson 2.5 Explain Creating Compound Inequalities from Graphs.
- ___ Complete Lesson 2.5 Explain Expressing Acceptable Levels with Compound Inequalities.
- ___ Complete Lesson 2.5 Elaborate.
- ___ Complete Lesson 2.5 Evaluation.
- ___ Complete Lesson 2.5 Performance Task.

- ___ Complete Module 2 Study Guide Review.
- ___ Complete Module 2 Performance Task.
- ___ Complete Module 2 Ready to Go On?
- ___ Complete Module 2 Assessment Readiness.
- ___ Complete Unit 1 Assessment Readiness.
- ___ Complete Unit 1 Math In Careers.
- ___ Complete Unit 1 Test.

Standard

- ___ //9-12/Mathematics/Unit 1/Seeing Structure in Expressions/A.SSE.1a
- ___ //9-12/Mathematics/Algebra I/Quantities/N.Q.2
- ___ //9-12/Mathematics/Algebra I/Creating Equations/A.CED.1
- ___ //9-12/Mathematics/Algebra I/Creating Equations/A.CED.3
- ___ //9-12/Mathematics/Algebra I/Creating Equations/A.CED.4
- ___ //9-12/Mathematics/Algebra I/Reasoning with Equations and Inequalities/A.REI.3

Module 3: Functions and Models

Objective

Graph Relationships.

Understand Relations and Functions.

Model with Functions.

Graph Functions.

Assignment

- ___ Complete Unit 2 Reading Start-Up.
- ___ Complete Module 3 Are You Ready?
- ___ Complete Lesson 3.1 Engage Essential Question.
- ___ Complete Lesson 3.1 Explore Interpreting Graphs.
- ___ Complete Lesson 3.1 Explain Relating Graphs to Situations.
- ___ Complete Lesson 3.1 Explain Sketching Graphs of Situations.
- ___ Complete Lesson 3.1 Elaborate.
- ___ Complete Lesson 3.1 Evaluation.
- ___ Complete Lesson 3.1 Performance Task.
- ___ Complete Lesson 3.2 Engage Essential Question.
- ___ Complete Lesson 3.2 Explore Understanding Relations.
- ___ Complete Lesson 3.2 Explain Recognizing Functions.
- ___ Complete Lesson 3.2 Explain Understanding the Vertical Line Test.

- ____ Complete Lesson 3.2 Elaborate.
- ____ Complete Lesson 3.2 Evaluation.
- ____ Complete Lesson 3.2 Performance Task.
- ____ Complete Lesson 3.3 Engage Essential Question.
- ____ Complete Lesson 3.3 Explore Identifying Independent and Dependent Variables.
- ____ Complete Lesson 3.3 Explore Applying Function Notation.
- ____ Complete Lesson 3.3 Explain Modeling Using Function Notation.
- ____ Complete Lesson 3.3 Explain Choosing a Reasonable Domain and Range.
- ____ Complete Lesson 3.3 Elaborate.
- ____ Complete Lesson 3.3 Evaluation.
- ____ Complete Lesson 3.3 Performance Task.
- ____ Complete Lesson 3.4 Engage Essential Question.
- ____ Complete Lesson 3.4 Explore Graphing Functions Using a Given Domain.
- ____ Complete Lesson 3.4 Explain Graphing Functions Using a Domain of All Real Numbers.
- ____ Complete Lesson 3.4 Explain Using a Graph to Find Values.
- ____ Complete Lesson 3.4 Explain Modeling Using a Function Graph.
- ____ Complete Lesson 3.4 Elaborate.
- ____ Complete Lesson 3.4 Evaluation.
- ____ Complete Lesson 3.4 Performance Task.
- ____ Complete Module 3 Assessment Readiness.

Standard

- ____ //9-12/Mathematics/Unit I/Interpreting Functions/F.IF.1
- ____ //9-12/Mathematics/Unit I/Interpreting Functions/F.IF.2
- ____ //9-12/Mathematics/Unit I/Interpreting Functions/F.IF.4
- ____ //9-12/Mathematics/Unit II/Creating Equations/A.CED.2

Module 4: Patterns and Sequences

Objective

Identify and Graph Sequences.

Construct Arithmetic Sequences.

Model with Arithmetic Sequences.

Assignment

- ___ Complete Module 4 Are You Ready?
- ___ Complete Lesson 4.1 Engage Essential Question.
- ___ Complete Lesson 4.1 Explore Understanding Sequences.
- ___ Complete Lesson 4.1 Explain Generating Sequences Using an Explicit Rule.
- ___ Complete Lesson 4.1 Explain Generating Sequences Using a Recursive Rule.
- ___ Complete Lesson 4.1 Explain Constructing and Graphing Sequences.
- ___ Complete Lesson 4.1 Elaborate.
- ___ Complete Lesson 4.1 Evaluation.
- ___ Complete Lesson 4.1 Performance Task.
- ___ Complete Lesson 4.2 Engage Essential Question.
- ___ Complete Lesson 4.2 Explore Exploring Arithmetic Sequences.
- ___ Complete Lesson 4.2 Explain Constructing Rules for Arithmetic Sequences.
- ___ Complete Lesson 4.2 Explain Using a General Form to Construct Rules for Arithmetic Sequences.
- ___ Complete Lesson 4.2 Explain Relating Arithmetic Sequences and Functions.
- ___ Complete Lesson 4.2 Elaborate.
- ___ Complete Lesson 4.2 Evaluation.
- ___ Complete Lesson 4.2 Performance Task.
- ___ Complete Lesson 4.3 Engage Essential Question.
- ___ Complete Lesson 4.3 Explore Interpreting Models of Arithmetic Sequences.
- ___ Complete Lesson 4.3 Explain Modeling Arithmetic Sequences from a Table.
- ___ Complete Lesson 4.3 Explain Modeling Arithmetic Sequences from a Graph.
- ___ Complete Lesson 4.3 Explain Modeling Arithmetic Sequences from a Description.
- ___ Complete Lesson 4.3 Elaborate.
- ___ Complete Lesson 4.3 Evaluation.
- ___ Complete Lesson 4.3 Performance Task.
- ___ Complete Module 4 Study Guide Review.
- ___ Complete Module 4 Performance Task.
- ___ Complete Module 4 Ready to Go On?
- ___ Complete Module 4 Assessment Readiness.
- ___ Complete Unit 2 Assessment Readiness.
- ___ Complete Unit 2 Math In Careers.
- ___ Complete Unit 2 Test.

Standard

- ___ //9-12/Mathematics/Unit I/Interpreting Functions/F.IF.3
- ___ //9-12/Mathematics/Unit I/Building Functions/F.BF.1a
- ___ //9-12/Mathematics/Unit I/Building Functions/F.BF.2
- ___ //9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.1b
- ___ //9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.2

Module 5: Linear Functions**Objective**

Understand Linear Functions.

Use Intercepts.

Interpret Rate of Change and Slope.

Assignment

- ___ Complete Unit 3 Reading Start-Up.
- ___ Complete Module 5 Are You Ready?
- ___ Complete Lesson 5.1 Engage Essential Question.
- ___ Complete Lesson 5.1 Explore Recognizing Linear Functions.
- ___ Complete Lesson 5.1 Explore Proving Linear Functions Grow by Equal Differences Over Equal Intervals.
- ___ Complete Lesson 5.1 Explain Graphing Linear Functions Given in Standard Form.
- ___ Complete Lesson 5.1 Explain Modeling with Linear Functions.
- ___ Complete Lesson 5.1 Elaborate.
- ___ Complete Lesson 5.1 Evaluation.
- ___ Complete Lesson 5.1 Performance Task.
- ___ Complete Lesson 5.2 Engage Essential Question.
- ___ Complete Lesson 5.2 Explore Identifying Intercepts.
- ___ Complete Lesson 5.2 Explain Determining Intercepts of Linear Equations.
- ___ Complete Lesson 5.2 Explain Interpreting Intercepts of Linear Equations.
- ___ Complete Lesson 5.2 Explain Graphing Linear Equations Using Intercepts.
- ___ Complete Lesson 5.2 Elaborate.
- ___ Complete Lesson 5.2 Evaluation.
- ___ Complete Lesson 5.2 Performance Task.
- ___ Complete Lesson 5.3 Engage Essential Question.
- ___ Complete Lesson 5.3 Explore Determining Rates of Change.
- ___ Complete Lesson 5.3 Explain Determining the Slope of a Line.
- ___ Complete Lesson 5.3 Explain Determining Slope Using the Slope Formula.

- ___ Complete Lesson 5.3 Explain Interpreting Slope.
- ___ Complete Lesson 5.3 Elaborate.
- ___ Complete Lesson 5.3 Evaluation.
- ___ Complete Lesson 5.3 Performance Task.
- ___ Complete Module 5 Study Guide Review.
- ___ Complete Module 5 Performance Task.
- ___ Complete Module 5 Ready to Go On?
- ___ Complete Module 5 Assessment Readiness.

Standard

- ___ //9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.1a
- ___ //9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.1b
- ___ //9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.2
- ___ //9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.5
- ___ //9-12/Mathematics/Algebra/Reasoning with Equations and Inequalities/A.REI.10
- ___ //9-12/Mathematics/Algebra I/Interpreting Functions/F.IF.4
- ___ //9-12/Mathematics/Algebra I/Interpreting Functions/F.IF.6
- ___ //9-12/Mathematics/Algebra I/Interpreting Functions/F.IF.7a

Module 6: Forms of Linear Equations

Objective

Slope-Intercept Form.

Point-Slope Form.

Standard Form.

Transform Linear Functions.

Compare Properties of Linear Functions.

Assignment

- ___ Complete Module 6 Are You Ready?
- ___ Complete Lesson 6.1 Engage Essential Question.
- ___ Complete Lesson 6.1 Explore Graphing Lines Given Slope and y-Intercept.
- ___ Complete Lesson 6.1 Explain Creating Linear Equations in Slope-Intercept Form.
- ___ Complete Lesson 6.1 Explain Graphing from Slope-Intercept Form.
- ___ Complete Lesson 6.1 Explain Determining Solutions of Equations in Two Variables.
- ___ Complete Lesson 6.1 Elaborate.
- ___ Complete Lesson 6.1 Evaluation.
- ___ Complete Lesson 6.1 Performance Task.

- ___ Complete Lesson 6.2 Engage Essential Question.
- ___ Complete Lesson 6.2 Explore Deriving Point-Slope Form.
- ___ Complete Lesson 6.2 Explain Creating Linear Equations Given Slope and a Point.
- ___ Complete Lesson 6.2 Explain Creating Linear Models Given Slope and a Point.
- ___ Complete Lesson 6.2 Explain Creating Linear Equations Given Two Points.
- ___ Complete Lesson 6.2 Explain Creating Linear Models Given Two Points.
- ___ Complete Lesson 6.2 Elaborate.
- ___ Complete Lesson 6.2 Evaluation.
- ___ Complete Lesson 6.2 Performance Task.
- ___ Complete Lesson 6.3 Engage Essential Question.
- ___ Complete Lesson 6.3 Explore Comparing Forms of Linear Equations.
- ___ Complete Lesson 6.3 Explain Creating Linear Equations in Standard Form Given Slope and a Point.
- ___ Complete Lesson 6.3 Explain Creating Linear Equations in Standard Form Given Two Points.
- ___ Complete Lesson 6.3 Explain Creating Linear Models in Standard Form.
- ___ Complete Lesson 6.3 Elaborate.
- ___ Complete Lesson 6.3 Evaluation.
- ___ Complete Lesson 6.3 Performance Task.
- ___ Complete Lesson 6.4 Engage Essential Question.
- ___ Complete Lesson 6.4 Explore Building New Linear Functions by Translating.
- ___ Complete Lesson 6.4 Explore Building New Linear Functions by Stretching, Shrinking, or Reflecting.
- ___ Complete Lesson 6.4 Explore Understanding Function Families.
- ___ Complete Lesson 6.4 Explain Interpreting Parameter Changes in Linear Models.
- ___ Complete Lesson 6.4 Elaborate.
- ___ Complete Lesson 6.4 Evaluation.
- ___ Complete Lesson 6.4 Performance Task.
- ___ Complete Lesson 6.5 Engage Essential Question.
- ___ Complete Lesson 6.5 Explore Comparing Properties of Linear Functions Given Algebra and a Description.
- ___ Complete Lesson 6.5 Explain Comparing Properties of Linear Functions Given Algebra and a Table.
- ___ Complete Lesson 6.5 Explain Comparing Properties of Linear Functions Given a Graph and a Description.
- ___ Complete Lesson 6.5 Elaborate.
- ___ Complete Lesson 6.5 Evaluation.
- ___ Complete Lesson 6.5 Performance Task.
- ___ Complete Module 6 Study Guide Review.
- ___ Complete Module 6 Performance Task.

___ Complete Module 6 Ready to Go On?

___ Complete Module 6 Assessment Readiness.

Standard

___ //9-12/Mathematics/Unit I/Creating Equations/A.CED.2

___ //9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.10

___ //9-12/Mathematics/Unit I/Interpreting Functions/F.IF.7a

___ //9-12/Mathematics/Unit I/Interpreting Functions/F.IF.9

___ //9-12/Mathematics/Unit I/Building Functions/F.BF.3

___ //9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.5

Module 7: Linear Equations and Inequalities

Objective

Model Linear Relationships.

Use Functions to Solve One-Variable Equations.

Linear Inequalities in Two Variables.

Assignment

___ Complete Module 7 Are You Ready?

___ Complete Lesson 7.1 Engage Essential Question.

___ Complete Lesson 7.1 Explore Modeling Linear Relationships with Slope-Intercept Form.

___ Complete Lesson 7.1 Explain Creating and Interpreting Linear Models.

___ Complete Lesson 7.1 Elaborate.

___ Complete Lesson 7.1 Evaluation.

___ Complete Lesson 7.1 Performance Task.

___ Complete Lesson 7.2 Engage Essential Question.

___ Complete Lesson 7.2 Explore Creating Functions to Solve One-Variable Equations.

___ Complete Lesson 7.2 Explain Using Intersections to Determine Approximate Solutions to One-Variable Equations.

___ Complete Lesson 7.2 Explain Using Intercepts to Determine Approximate Solutions to One-Variable Equations.

___ Complete Lesson 7.2 Elaborate.

___ Complete Lesson 7.2 Evaluation.

___ Complete Lesson 7.2 Performance Task.

___ Complete Lesson 7.3 Engage Essential Question.

___ Complete Lesson 7.3 Explore Graphing Linear Inequalities Involving $=$ or \neq .

___ Complete Lesson 7.3 Explain Graphing Linear Inequalities Involving $<$ or $>$.

___ Complete Lesson 7.3 Explain Creating Models with Linear Inequalities.

- ___ Complete Lesson 7.3 Elaborate.
- ___ Complete Lesson 7.3 Evaluation.
- ___ Complete Lesson 7.3 Performance Task.
- ___ Complete Module 7 Study Guide Review.
- ___ Complete Module 7 Performance Task.
- ___ Complete Module 7 Ready to Go On?
- ___ Complete Module 7 Assessment Readiness.
- ___ Complete Unit 3 Assessment Readiness.
- ___ Complete Unit 3 Math In Careers.
- ___ Complete Unit 3 Test.
- ___ Complete Benchmark Test 1 Modules 1-7.

Standard

- ___ //9-12/Mathematics/Unit I/Quantities/N.Q.1
- ___ //9-12/Mathematics/Unit I/Creating Equations/A.CED.3
- ___ //9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.11
- ___ //9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.12
- ___ //9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.7
- ___ //9-12/Mathematics/Unit II/Building Functions/F.BF.1a

Module 8: Multi-Variable Categorical Data

Objective

Two-Way Frequency Tables.

Relative Frequency.

Assignment

- ___ Complete Unit 4 Reading Start-Up.
- ___ Complete Module 8 Are You Ready?
- ___ Complete Lesson 8.1 Engage Essential Question.
- ___ Complete Lesson 8.1 Explore Categorical Data and Frequencies.
- ___ Complete Lesson 8.1 Explain Constructing Two-Way Frequency Tables.
- ___ Complete Lesson 8.1 Explain Reading Two-Way Frequency Tables.
- ___ Complete Lesson 8.1 Elaborate.
- ___ Complete Lesson 8.1 Evaluation.
- ___ Complete Lesson 8.1 Performance Task.
- ___ Complete Lesson 8.2 Engage Essential Question.
- ___ Complete Lesson 8.2 Explore Relative Frequencies.

- ___ Complete Lesson 8.2 Explain Two-Way Relative Frequency Tables.
- ___ Complete Lesson 8.2 Explain Conditional Relative Frequencies.
- ___ Complete Lesson 8.2 Explain Finding Possible Associations.
- ___ Complete Lesson 8.2 Elaborate.
- ___ Complete Lesson 8.2 Evaluation.
- ___ Complete Lesson 8.2 Performance Task.
- ___ Complete Module 8 Study Guide Review.
- ___ Complete Module 8 Performance Task.
- ___ Complete Module 8 Ready to Go On?
- ___ Complete Module 8 Assessment Readiness.

Standard

- ___ //9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.5

Module 9: One-Variable Data Distributions

Objective

Measures of Center and Spread.

Data Distributions and Outliers.

Histograms and Box Plots.

Normal Distributions.

Assignment

- ___ Complete Module 9 Are You Ready?
- ___ Complete Lesson 9.1 Engage Essential Question.
- ___ Complete Lesson 9.1 Explore Exploring Data.
- ___ Complete Lesson 9.1 Explain Measures of Center: Mean and Median.
- ___ Complete Lesson 9.1 Explain Measures of Spread: Range and IQR.
- ___ Complete Lesson 9.1 Explain Measures of Spread: Standard Deviation.
- ___ Complete Lesson 9.1 Elaborate.
- ___ Complete Lesson 9.1 Evaluation.
- ___ Complete Lesson 9.1 Performance Task.
- ___ Complete Lesson 9.2 Engage Essential Question.
- ___ Complete Lesson 9.2 Explore Using Dot Plots to Display Data.
- ___ Complete Lesson 9.2 Explain the Effects of an Outlier in a Data Set.
- ___ Complete Lesson 9.2 Explain Comparing Data Sets.
- ___ Complete Lesson 9.2 Explain Comparing Data Distributions.
- ___ Complete Lesson 9.2 Elaborate.

- ___ Complete Lesson 9.2 Evaluation.
- ___ Complete Lesson 9.2 Performance Task.
- ___ Complete Lesson 9.3 Engage Essential Question.
- ___ Complete Lesson 9.3 Explore Understanding Histograms.
- ___ Complete Lesson 9.3 Explain Creating Histograms.
- ___ Complete Lesson 9.3 Explain Estimating from Histograms.
- ___ Complete Lesson 9.3 Explain Constructing Box Plots.
- ___ Complete Lesson 9.3 Explain Comparing Box Plots.
- ___ Complete Lesson 9.3 Elaborate.
- ___ Complete Lesson 9.3 Evaluation.
- ___ Complete Lesson 9.3 Performance Task.
- ___ Complete Lesson 9.4 Engage Essential Question.
- ___ Complete Lesson 9.4 Explore Investigating Symmetric Distributions.
- ___ Complete Lesson 9.4 Explore Investigating Symmetric Relative Frequency Histograms.
- ___ Complete Lesson 9.4 Explain Using Properties of Normal Distributions.
- ___ Complete Lesson 9.4 Explain Estimating Probabilities in Approximately Normal Distributions.
- ___ Complete Lesson 9.4 Elaborate.
- ___ Complete Lesson 9.4 Evaluation.
- ___ Complete Lesson 9.4 Performance Task.
- ___ Complete Module 9 Study Guide Review.
- ___ Complete Module 9 Performance Task.
- ___ Complete Module 9 Ready to Go On?
- ___ Complete Module 9 Assessment Readiness.

Standard

- ___ //9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.1
- ___ //9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.2
- ___ //9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.3
- ___ //9-12/Mathematics/Algebra I/Quantities/N.Q.1

Module 10: Linear Modeling and Regression

Objective

Scatter Plots and Trend Lines.

Fitting a Linear Model to Data.

Assignment

- ___ Complete Module 10 Are You Ready?
- ___ Complete Lesson 10.1 Engage Essential Question.
- ___ Complete Lesson 10.1 Explore Describing How Variables are Related to Scatter Plots.
- ___ Complete Lesson 10.1 Explain Estimating the Correlations Coefficient of a Linear Fit.
- ___ Complete Lesson 10.1 Explain Fitting Linear Functions to Data.
- ___ Complete Lesson 10.1 Explain Using Linear Functions Fitted to Data to Solve Problems.
- ___ Complete Lesson 10.1 Explain Distinguishing Between Correlations and Causation.
- ___ Complete Lesson 10.1 Elaborate.
- ___ Complete Lesson 10.1 Evaluation.
- ___ Complete Lesson 10.1 Performance Task.
- ___ Complete Lesson 10.2 Engage Essential Question.
- ___ Complete Lesson 10.2 Explore Plotting and Analyzing Residuals.
- ___ Complete Lesson 10.2 Explore Analyzing Squared Residuals.
- ___ Complete Lesson 10.2 Explain Assessing the Fit of Linear Functions from Residuals.
- ___ Complete Lesson 10.2 Explain Performing Linear Regression.
- ___ Complete Lesson 10.2 Elaborate.
- ___ Complete Lesson 10.2 Evaluation.
- ___ Complete Lesson 10.2 Performance Task.
- ___ Complete Module 10 Study Guide Review.
- ___ Complete Module 10 Performance Task.
- ___ Complete Module 10 Ready to Go On?
- ___ Complete Module 10 Assessment Readiness.
- ___ Complete Unit 4 Assessment Readiness.
- ___ Complete Unit 4 Math In Careers.
- ___ Complete Unit 4 Test.

Standard

- ___ //9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.6a
- ___ //9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.6b
- ___ //9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.6c
- ___ //9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.7
- ___ //9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.8
- ___ //9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.9
- ___ //9-12/Mathematics/Algebra I/Linear, Quadratic, and Exponential Models/F.LE.5

Module 11: Solving Systems of Linear Equations

Objective

Solve Linear Systems by Graphing.

Solve Linear Systems by Substitution.

Solve Linear Systems by Adding or Subtracting.

Solve Linear Systems by Multiplying First.

Assignment

___ *Complete Unit 5 Reading Start-Up.*

___ *Complete Module 11 Are You Ready?*

___ *Complete Lesson 11.1 Engage Essential Question.*

___ *Complete Lesson 11.1 Explore Types of Systems of Linear Equations.*

___ *Complete Lesson 11.1 Explain Solving Consistent, Independent Linear Systems by Graphing.*

___ *Complete Lesson 11.1 Explain Solving Special Linear Systems by Graphing.*

___ *Complete Lesson 11.1 Explain Estimating Solutions of Linear Systems by Graphing.*

___ *Complete Lesson 11.1 Explain Interpreting Graphs of Linear Systems to Solve Problems.*

___ *Complete Lesson 11.1 Elaborate.*

___ *Complete Lesson 11.1 Evaluation.*

___ *Complete Lesson 11.1 Performance Task.*

___ *Complete Lesson 11.2 Engage Essential Question.*

___ *Complete Lesson 11.2 Explore Exploring the Substitution Method of Solving Linear Systems.*

___ *Complete Lesson 11.2 Explain Solving Consistent, Independent Linear Systems by Substitution.*

___ *Complete Lesson 11.2 Explain Solving Special Linear Systems by Substitution.*

___ *Complete Lesson 11.2 Explain Solving Linear System Models by Substitution.*

___ *Complete Lesson 11.2 Elaborate.*

___ *Complete Lesson 11.2 Evaluation.*

___ *Complete Lesson 11.2 Performance Task.*

___ *Complete Lesson 11.3 Engage Essential Question.*

___ *Complete Lesson 11.3 Explore Exploring the Effects of Adding Equations.*

___ *Complete Lesson 11.3 Explain Solving Linear Systems by Adding or Subtracting.*

___ *Complete Lesson 11.3 Explain Solving Special Linear Systems by Adding or Subtracting.*

___ *Complete Lesson 11.3 Explain Solving Linear System Models by Adding or Subtracting.*

___ *Complete Lesson 11.3 Elaborate.*

___ *Complete Lesson 11.3 Evaluation.*

___ *Complete Lesson 11.3 Performance Task.*

- ___ Complete Lesson 11.4 Engage Essential Question.
- ___ Complete Lesson 11.4 Explore Understanding Linear Systems Multiplication.
- ___ Complete Lesson 11.4 Explore Proving the Elimination Method with Multiplication.
- ___ Complete Lesson 11.4 Explain Solving Linear Systems By Multiplying First.
- ___ Complete Lesson 11.4 Explain Solving Linear System Models By Multiplying First.
- ___ Complete Lesson 11.4 Elaborate.
- ___ Complete Lesson 11.4 Evaluation.
- ___ Complete Lesson 11.4 Performance Task.
- ___ Complete Module 11 Study Guide Review.
- ___ Complete Module 11 Performance Task.
- ___ Complete Module 11 Ready to Go On?
- ___ Complete Module 11 Assessment Readiness.

Standard

- ___ //9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.5
- ___ //9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.6.

Module 12: Modeling with Linear Systems

Objective

- Create Systems of Linear Equations.
- Graph Systems of Linear Inequalities.
- Model with Linear Systems.

Assignment

- ___ Complete Module 12 Are You Ready?
- ___ Complete Lesson 12.1 Engage Essential Question.
- ___ Complete Lesson 12.1 Explore Creating Linear System Models by Changing Parameters.
- ___ Complete Lesson 12.1 Explain Creating Linear System Models from Verbal Descriptions.
- ___ Complete Lesson 12.1 Explain Creating Linear System Models from Tables.
- ___ Complete Lesson 12.1 Explain Creating Linear System Models from Graphs.
- ___ Complete Lesson 12.1 Elaborate.
- ___ Complete Lesson 12.1 Evaluation.
- ___ Complete Lesson 12.1 Performance Task.
- ___ Complete Lesson 12.2 Engage Essential Question.
- ___ Complete Lesson 12.2 Explore Determining Solutions of Systems of Linear Inequalities.
- ___ Complete Lesson 12.2 Explain Solving Systems of Linear Inequalities by Graphing.
- ___ Complete Lesson 12.2 Explain Graphing Systems of Inequalities with Parallel Boundary Lines.

- ___ Complete Lesson 12.2 Elaborate.
- ___ Complete Lesson 12.2 Evaluation.
- ___ Complete Lesson 12.2 Performance Task.
- ___ Complete Lesson 12.3 Engage Essential Question.
- ___ Complete Lesson 12.3 Explore Modeling Real-World Constraints with Systems.
- ___ Complete Lesson 12.3 Explain Modeling Real-World Constraints with Systems of Linear Equations.
- ___ Complete Lesson 12.3 Explain Modeling Real-World Constraints with Systems of Linear Inequalities.
- ___ Complete Lesson 12.3 Elaborate.
- ___ Complete Lesson 12.3 Evaluation.
- ___ Complete Lesson 12.3 Performance Task.
- ___ Complete Module 12 Study Guide Review.
- ___ Complete Module 12 Performance Task.
- ___ Complete Module 12 Ready to Go On?
- ___ Complete Module 12 Assessment Readiness.
- ___ Complete Mid-Year Test Modules 8-12.

Standard

- ___ //9-12/Mathematics/Unit I/Creating Equations/A.CED.3
- ___ //9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.5
- ___ //9-12/Mathematics/Algebra/Reasoning with Equations and Inequalities/A.REI.12

Module 13: Piecewise-Defined Functions

Objective

- Understand Piecewise-Defined Functions.*
- Absolute Value Functions and Transformations.*
- Solve Absolute Value Equations.*
- Solve Absolute Value Inequalities.*

Assignment

- ___ Complete Module 13 Are You Ready?
- ___ Complete Lesson 13.1 Engage Essential Question.
- ___ Complete Lesson 13.1 Explore Exploring Piecewise-Defined Function Models.
- ___ Complete Lesson 13.1 Explain Evaluating Piecewise-Defined Functions.
- ___ Complete Lesson 13.1 Explain Graphing Piecewise-Defined Functions.
- ___ Complete Lesson 13.1 Explain Modeling with Piecewise-Defined Functions.
- ___ Complete Lesson 13.1 Explain Building Piecewise-Defined Functions from Graphs.
- ___ Complete Lesson 13.1 Elaborate.

- ___ Complete Lesson 13.1 Evaluation.
- ___ Complete Lesson 13.1 Performance Task.
- ___ Complete Lesson 13.2 Engage Essential Question.
- ___ Complete Lesson 13.2 Understanding the Parent Absolute Value Function.
- ___ Complete Lesson 13.2 Explain Graphing Translations of Absolute Value Functions.
- ___ Complete Lesson 13.2 Explain Constructing Functions for Given Graphs of Absolute Value Functions.
- ___ Complete Lesson 13.2 Explain Graphing Stretches and Compressions of Absolute Value Functions.
- ___ Complete Lesson 13.2 Elaborate.
- ___ Complete Lesson 13.2 Evaluation.
- ___ Complete Lesson 13.2 Performance Task.
- ___ Complete Lesson 13.3 Engage Essential Question.
- ___ Complete Lesson 13.3 Explore Solving Absolute Value Equations Graphically.
- ___ Complete Lesson 13.3 Explain Solving Absolute Value Equations Algebraically.
- ___ Complete Lesson 13.3 Explain Absolute Value Equations with Fewer than Two Solutions.
- ___ Complete Lesson 13.3 Elaborate.
- ___ Complete Lesson 13.3 Evaluation.
- ___ Complete Lesson 13.3 Performance Task.
- ___ Complete Lesson 13.4 Engage Essential Question.
- ___ Complete Lesson 13.4 Explore Visualizing the Solution Set of an Absolute Value Inequality.
- ___ Complete Lesson 13.4 Explain Solving Absolute Value Inequalities Graphically.
- ___ Complete Lesson 13.4 Explain Solving Absolute Value Inequalities Algebraically.
- ___ Complete Lesson 13.4 Explain Solving a Real-World Problem with Absolute Value Inequalities.
- ___ Complete Lesson 13.4 Elaborate.
- ___ Complete Lesson 13.4 Evaluation.
- ___ Complete Lesson 13.4 Performance Task.
- ___ Complete Module 13 Study Guide Review.
- ___ Complete Module 13 Performance Task.
- ___ Complete Module 13 Ready to Go On?
- ___ Complete Module 13 Assessment Readiness.
- ___ Complete Unit 5 Assessment Readiness.
- ___ Complete Unit 5 Math In Careers.
- ___ Complete Unit 5 Test.

Standard

- ___ //9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.3
- ___ //9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.11
- ___ //9-12/Mathematics/Unit I/Interpreting Functions/F.IF.7e
- ___ //9-12/Mathematics/Unit I/Building Functions/F.BF.1b
- ___ //9-12/Mathematics/Unit I/Building Functions/F.BF.3
- ___ //9-12/Mathematics/Unit II/Creating Equations/A.CED.1

Module 14: Geometric Sequences and Exponential Functions

Objective

Understand Geometric Sequences.

Construct Geometric Sequences.

Construct Exponential Functions.

Graph Exponential Functions.

Transform Exponential Functions.

Assignment

- ___ Complete Unit 6 Reading Start-Up.
- ___ Complete Module 14 Are You Ready?
- ___ Complete Lesson 14.1 Engage Essential Question.
- ___ Complete Lesson 14.1 Explore Exploring Growth Patterns of Geometric Sequences.
- ___ Complete Lesson 14.1 Explore Comparing Growth Patterns of Arithmetic and Geometric Sequences.
- ___ Complete Lesson 14.1 Explain Extending Geometric Sequences.
- ___ Complete Lesson 14.1 Explain Recognizing Growth Patterns of Geometric Sequences in Context.
- ___ Complete Lesson 14.1 Elaborate.
- ___ Complete Lesson 14.1 Evaluation.
- ___ Complete Lesson 14.1 Performance Task.
- ___ Complete Lesson 14.2 Engage Essential Question.
- ___ Complete Lesson 14.2 Explore Understanding Recursive and Explicit Rules for Sequences.
- ___ Complete Lesson 14.2 Explain Constructing Recursive and Explicit Rules for Given Geometric Sequences.
- ___ Complete Lesson 14.2 Explain Deriving the General Forms of Geometric Sequence Rules.
- ___ Complete Lesson 14.2 Explain Constructing a Geometric Sequence Given Two Terms.
- ___ Complete Lesson 14.2 Elaborate.
- ___ Complete Lesson 14.2 Evaluation.
- ___ Complete Lesson 14.2 Performance Task.
- ___ Complete Lesson 14.3 Engage Essential Question.

- ___ Complete Lesson 14.3 Explore Understanding Discrete Exponential Functions.
- ___ Complete Lesson 14.3 Explain Representing Discrete Exponential Functions.
- ___ Complete Lesson 14.3 Explain Constructing Exponential Functions from Verbal Descriptions.
- ___ Complete Lesson 14.3 Explain Constructing Exponential Functions from Input-Output Pairs.
- ___ Complete Lesson 14.3 Elaborate.
- ___ Complete Lesson 14.3 Evaluation.
- ___ Complete Lesson 14.3 Performance Task.
- ___ Complete Lesson 14.4 Engage Essential Question.
- ___ Complete Lesson 14.4 Explore Exploring Graphs of Exponential Functions.
- ___ Complete Lesson 14.4 Explain Graphing Increasing Positive Exponential Functions.
- ___ Complete Lesson 14.4 Explain Graphing Decreasing Negative Exponential Functions.
- ___ Complete Lesson 14.4 Explain Graphing Decreasing Positive Exponential Functions.
- ___ Complete Lesson 14.4 Explain Graphing Increasing Negative Exponential Functions.
- ___ Complete Lesson 14.4 Elaborate.
- ___ Complete Lesson 14.4 Evaluation.
- ___ Complete Lesson 14.4 Performance Task.
- ___ Complete Lesson 14.5 Engage Essential Question.
- ___ Complete Lesson 14.5 Explore Changing the Value of b in $f(x) = bx$.
- ___ Complete Lesson 14.5 Explain Changing the Value of a in $f(x) = abx$ with $b > 1$.
- ___ Complete Lesson 14.5 Explain Changing the Value of a in $f(x) = abx$ with $0 < b < 1$.
- ___ Complete Lesson 14.5 Explain Adding a Constant to an Exponential Function.
- ___ Complete Lesson 14.5 Elaborate.
- ___ Complete Lesson 14.5 Evaluation.
- ___ Complete Lesson 14.5 Performance Task.
- ___ Complete Module 14 Study Guide Review.
- ___ Complete Module 14 Performance Task.
- ___ Complete Module 14 Ready to Go On?
- ___ Complete Module 14 Assessment Readiness.

Standard

- ___ //9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.2
- ___ //9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.3
- ___ //9-12/Mathematics/Unit II/Building Functions/F.BF.1a
- ___ //9-12/Mathematics/Unit II/Building Functions/F.BF.1b
- ___ //9-12/Mathematics/Algebra I/Building Functions/F.BF.2

- ___ //9-12/Mathematics/Algebra I/Building Functions/F.BF.3
- ___ //9-12/Mathematics/Functions/Interpreting Functions/F.IF.2
- ___ //9-12/Mathematics/Functions/Interpreting Functions/F.IF.7e
- ___ //9-12/Mathematics/Functions/Interpreting Functions/F.IF.8b

Module 15: Exponential Equations and Models

Objective

Use Graphs and Properties to Solve Equations with Exponents.

Model with Exponential Growth and Decay.

Use Exponential Regression Models.

Compare Linear and Exponential Models.

Assignment

- ___ Complete Module 15 Are You Ready?
- ___ Complete Lesson 15.1 Engage Essential Question.
- ___ Complete Lesson 15.1 Explore Solving Exponential Equations Graphically.
- ___ Complete Lesson 15.1 Explore Solving Exponential Equations Algebraically.
- ___ Complete Lesson 15.1 Explain Solving Equations by Equating Exponents.
- ___ Complete Lesson 15.1 Explain Solving a Real-World Exponential Equation by Graphing.
- ___ Complete Lesson 15.1 Elaborate.
- ___ Complete Lesson 15.1 Evaluation.
- ___ Complete Lesson 15.1 Performance Task.
- ___ Complete Lesson 15.2 Engage Essential Question.
- ___ Complete Lesson 15.2 Explore Describing End Behavior as a Growth Function.
- ___ Complete Lesson 15.2 Explore Describing End Behavior as a Decay Function.
- ___ Complete Lesson 15.2 Explain Modeling Exponential Growth.
- ___ Complete Lesson 15.2 Explain Modeling Exponential Decay.
- ___ Complete Lesson 15.2 Explain Comparing Exponential Growth and Decay.
- ___ Complete Lesson 15.2 Elaborate.
- ___ Complete Lesson 15.2 Evaluation.
- ___ Complete Lesson 15.2 Performance Task.
- ___ Complete Lesson 15.3 Engage Essential Question.
- ___ Complete Lesson 15.3 Explore Fitting an Exponential Function to Data.
- ___ Complete Lesson 15.3 Explore Plotting and Analyzing Residuals of Exponential Models.
- ___ Complete Lesson 15.3 Explain Modeling with Exponential Functions.
- ___ Complete Lesson 15.3 Elaborate.

- ___ Complete Lesson 15.3 Evaluation.
- ___ Complete Lesson 15.3 Performance Task.
- ___ Complete Lesson 15.4 Engage Essential Question.
- ___ Complete Lesson 15.4 Explore Comparing Constant Change and Constant Percent Change.
- ___ Complete Lesson 15.4 Explore Exploring How Linear and Exponential Functions Grow.
- ___ Complete Lesson 15.4 Explain Comparing Linear and Exponential Functions.
- ___ Complete Lesson 15.4 Explain Choosing Between Linear and Exponential Models.
- ___ Complete Lesson 15.4 Elaborate.
- ___ Complete Lesson 15.4 Evaluation.
- ___ Complete Lesson 15.4 Performance Task.
- ___ Complete Module 15 Study Guide Review.
- ___ Complete Module 15 Performance Task.
- ___ Complete Module 15 Ready to Go On?
- ___ Complete Module 15 Assessment Readiness.
- ___ Complete Unit 6 Assessment Readiness.
- ___ Complete Unit 6 Math In Careers.
- ___ Complete Unit 6 Test.

Standard

- ___ //9-12/Mathematics/Unit I/Creating Equations/A.CED.1
- ___ //9-12/Mathematics/Unit I/Creating Equations/A.CED.2
- ___ //9-12/Mathematics/Unit I/Building Functions/F.BF.1a
- ___ //9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.1a
- ___ //9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.1b
- ___ //9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.1c
- ___ //9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.2
- ___ //9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.3
- ___ //9-12/Mathematics/Unit II/Interpreting Categorical and Quantitative Data/S.ID.6a
- ___ //9-12/Mathematics/Unit II/Interpreting Categorical and Quantitative Data/S.ID.6b
- ___ //9-12/Mathematics/Unit II/Seeing Structure in Expressions/A.SSE.3c
- ___ //9-12/Mathematics/Unit III/Reasoning with Equations and Inequalities/A.REI.11

Module 16: Tools of Geometry

Objective

Segment Length and Midpoints.

Angle Measures and Angle Bisectors.

Represent and Describe Transformations.

Reasoning and Proof.

Assignment

___ *Complete Unit 7 Reading Start-Up.*

___ *Complete Module 16 Are You Ready?*

___ *Complete Lesson 16.1 Engage Essential Question.*

___ *Complete Lesson 16.1 Explore Exploring Basic Geometry Terms.*

___ *Complete Lesson 16.1 Explain Constructing a Copy of a Line Segment.*

___ *Complete Lesson 16.1 Explain Using the Distance Formula on the Coordinate Plane.*

___ *Complete Lesson 16.1 Explain Finding a Midpoint.*

___ *Complete Lesson 16.1 Explain Finding Midpoints on the Coordinate Plane.*

___ *Complete Lesson 16.1 Elaborate.*

___ *Complete Lesson 16.1 Evaluation.*

___ *Complete Lesson 16.1 Performance Task.*

___ *Complete Lesson 16.2 Engage Essential Question.*

___ *Complete Lesson 16.2 Explore Constructing a Copy of an Angle.*

___ *Complete Lesson 16.2 Explain Naming Angles and Parts of an Angle.*

___ *Complete Lesson 16.2 Explain Measuring Angles.*

___ *Complete Lesson 16.2 Explain Constructing an Angle Bisector.*

___ *Complete Lesson 16.2 Elaborate.*

___ *Complete Lesson 16.2 Evaluation.*

___ *Complete Lesson 16.2 Performance Task.*

___ *Complete Lesson 16.3 Engage Essential Question.*

___ *Complete Lesson 16.3 Explore Performing Transformations Using Coordinate Notation.*

___ *Complete Lesson 16.3 Explain Describing Rigid Motions Using Coordinate Notation.*

___ *Complete Lesson 16.3 Explain Describing Nonrigid Motions Using Coordinate Notation.*

___ *Complete Lesson 16.3 Elaborate.*

___ *Complete Lesson 16.3 Evaluation.*

___ *Complete Lesson 16.3 Performance Task.*

___ *Complete Lesson 16.4 Engage Essential Question.*

___ *Complete Lesson 16.4 Explore Exploring Inductive and Deductive Reasoning.*

- ___ Complete Lesson 16.4 Explain Introducing Proofs.
- ___ Complete Lesson 16.4 Explain Using Postulated About Segments and Angles.
- ___ Complete Lesson 16.4 Explain Using Postulated About Lines and Planes.
- ___ Complete Lesson 16.4 Elaborate.
- ___ Complete Lesson 16.4 Evaluation.
- ___ Complete Lesson 16.4 Performance Task.
- ___ Complete Module 16 Study Guide Review.
- ___ Complete Module 16 Performance Task.
- ___ Complete Module 16 Ready to Go On?
- ___ Complete Module 16 Assessment Readiness.

Standard

- ___ //9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.1
- ___ //9-12/Mathematics/Unit I/Congruence/G.CO.1
- ___ //9-12/Mathematics/Unit I/Congruence/G.CO.2
- ___ //9-12/Mathematics/Unit I/Congruence/G.CO.5
- ___ //9-12/Mathematics/Unit II/Congruence/G.CO.9
- ___ //9-12/Mathematics/Geometry/Congruence/G.CO.12
- ___ //9-12/Mathematics/Geometry/Expressing Geometric Properties with Equations/G.GPE.4

Module 17: Transformations and Symmetry

Objective

Translations.

Reflections.

Rotations.

Investigate Symmetry.

Assignment

- ___ Complete Module 17 Are You Ready?
- ___ Complete Lesson 17.1 Engage Essential Question.
- ___ Complete Lesson 17.1 Explore Exploring Translations.
- ___ Complete Lesson 17.1 Explain Translating Figures Using Vectors.
- ___ Complete Lesson 17.1 Explain Drawing Translations on a Coordinate Plane.
- ___ Complete Lesson 17.1 Explain Specifying Translation Vectors.
- ___ Complete Lesson 17.1 Elaborate.
- ___ Complete Lesson 17.1 Evaluation.
- ___ Complete Lesson 17.1 Performance Task.

- ___ Complete Lesson 17.2 Engage Essential Question.
- ___ Complete Lesson 17.2 Explore Exploring Reflections.
- ___ Complete Lesson 17.2 Explain Reflecting Figures Using Graph Paper.
- ___ Complete Lesson 17.2 Explain Drawing Reflections on a Coordinate Plane.
- ___ Complete Lesson 17.2 Explain Specifying Lines of Reflection.
- ___ Complete Lesson 17.2 Explain Applying Reflections.
- ___ Complete Lesson 17.2 Elaborate.
- ___ Complete Lesson 17.2 Evaluation.
- ___ Complete Lesson 17.2 Performance Task.
- ___ Complete Lesson 17.3 Engage Essential Question.
- ___ Complete Lesson 17.3 Explore Exploring Rotations.
- ___ Complete Lesson 17.3 Explain Rotating Figures Using a Ruler and a Protractor.
- ___ Complete Lesson 17.3 Explain Drawing Rotations on a Coordinate Plane.
- ___ Complete Lesson 17.3 Explain Specifying Rotation Angles.
- ___ Complete Lesson 17.3 Elaborate.
- ___ Complete Lesson 17.3 Evaluation.
- ___ Complete Lesson 17.3 Performance Task.
- ___ Complete Lesson 17.4 Engage Essential Question.
- ___ Complete Lesson 17.4 Explore Identifying Line Symmetry.
- ___ Complete Lesson 17.4 Explore Identifying Rotational Symmetry.
- ___ Complete Lesson 17.4 Explain Describing Symmetries.
- ___ Complete Lesson 17.4 Elaborate.
- ___ Complete Lesson 17.4 Evaluation.
- ___ Complete Lesson 17.4 Performance Task.
- ___ Complete Module 17 Study Guide Review.
- ___ Complete Module 17 Performance Task.
- ___ Complete Module 17 Ready to Go On?
- ___ Complete Module 17 Assessment Readiness.
- ___ Complete Benchmark Test 2 Modules 13-17.

Standard

- ___ //9-12/Mathematics/Unit I/Congruence/G.CO.1
- ___ //9-12/Mathematics/Unit I/Congruence/G.CO.2
- ___ //9-12/Mathematics/Unit I/Congruence/G.CO.3
- ___ //9-12/Mathematics/Unit I/Congruence/G.CO.4

- ___ //9-12/Mathematics/Unit II/Congruence/G.CO.5
- ___ //9-12/Mathematics/Unit II/Congruence/G.CO.6
- ___ //9-12/Mathematics/Unit III/Modeling with Geometry/G.MG.1
- ___ //9-12/Mathematics/Unit III/Modeling with Geometry/G.MG.3

Module 18: Congruent Figures

Objective

Sequences of Transformations.

Prove Figures are Congruent Using Rigid Motions.

Corresponding Parts of Congruent Figures are Congruent.

Assignment

- ___ Complete Module 18 Are You Ready?
- ___ Complete Lesson 18.1 Engage Essential Question.
- ___ Complete Lesson 18.1 Explore Combining Rotations and Reflections.
- ___ Complete Lesson 18.1 Explain Combining Rigid Transformations.
- ___ Complete Lesson 18.1 Explain Combining Nonrigid Transformations.
- ___ Complete Lesson 18.1 Explain Predicting the Effect of Transformations.
- ___ Complete Lesson 18.1 Elaborate.
- ___ Complete Lesson 18.1 Evaluation.
- ___ Complete Lesson 18.1 Performance Task.
- ___ Complete Lesson 18.2 Engage Essential Question.
- ___ Complete Lesson 18.2 Explore Confirming Congruence.
- ___ Complete Lesson 18.2 Explain Determining if Figures are Congruent.
- ___ Complete Lesson 18.2 Explain Finding a Sequence of Rigid Motions.
- ___ Complete Lesson 18.2 Explain Investigating Congruent Segments and Angles.
- ___ Complete Lesson 18.2 Elaborate.
- ___ Complete Lesson 18.2 Evaluation.
- ___ Complete Lesson 18.2 Performance Task.
- ___ Complete Lesson 18.3 Engage Essential Question.
- ___ Complete Lesson 18.3 Explore Exploring Congruence of Parts of Transformed Figures.
- ___ Complete Lesson 18.3 Explain Corresponding Parts of Congruent Figures are Congruent.
- ___ Complete Lesson 18.3 Explain Applying the Properties of Congruence.
- ___ Complete Lesson 18.3 Explain Using the Corresponding Parts Theorem in a Proof.
- ___ Complete Lesson 18.3 Elaborate.
- ___ Complete Lesson 18.3 Evaluation.

- ___ Complete Lesson 18.3 Performance Task.
- ___ Complete Module 18 Study Guide Review.
- ___ Complete Module 18 Performance Task.
- ___ Complete Module 18 Ready to Go On?
- ___ Complete Module 18 Assessment Readiness.
- ___ Complete Unit 7 Assessment Readiness.
- ___ Complete Unit 7 Math In Careers.
- ___ Complete Unit 7 Test.

Standard

- ___ //9-12/Mathematics/Unit I/Congruence/G.CO.5
- ___ //9-12/Mathematics/Unit I/Congruence/G.CO.6
- ___ //9-12/Mathematics/Unit I/Congruence/G.CO.7

Module 19: Lines and Angles

Objective

- Angles Formed by Intersecting Lines.*
- Transversals and Parallel Lines.*
- Prove Lines are Parallel.*
- Perpendicular Lines.*
- Equations of Parallel and Perpendicular Lines.*

Assignment

- ___ Complete Unit 8 Reading Start-Up.
- ___ Complete Module 19 Are You Ready?
- ___ Complete Lesson 19.1 Engage Essential Question.
- ___ Complete Lesson 19.1 Explore Exploring Angle Pairs Formed by Intersecting Lines.
- ___ Complete Lesson 19.1 Explore Proving the Vertical Angles Theorem.
- ___ Complete Lesson 19.1 Explain Using Vertical Angles.
- ___ Complete Lesson 19.1 Explain Using Supplementary and Complementary Angles.
- ___ Complete Lesson 19.1 Elaborate.
- ___ Complete Lesson 19.1 Evaluation.
- ___ Complete Lesson 19.1 Performance Task.
- ___ Complete Lesson 19.2 Engage Essential Question.
- ___ Complete Lesson 19.2 Explore Exploring Parallel Lines and Transversals.
- ___ Complete Lesson 19.2 Explain Proving that Alternate Interior Angles are Congruent.
- ___ Complete Lesson 19.2 Explain Proving that Corresponding Angles are Congruent.

- ___ Complete Lesson 19.2 Explain Using Parallel Lines to Find Angle Pair Relationships.
- ___ Complete Lesson 19.2 Elaborate.
- ___ Complete Lesson 19.2 Evaluation.
- ___ Complete Lesson 19.2 Performance Task.
- ___ Complete Lesson 19.3 Engage Essential Question.
- ___ Complete Lesson 19.3 Explore Writing Converses of Parallel Lines Theorems.
- ___ Complete Lesson 19.3 Explain Proving that Two Lines are Parallel.
- ___ Complete Lesson 19.3 Explain Constructing Parallel Lines.
- ___ Complete Lesson 19.3 Explain Using Angle Pair Relationships to Verify Lines are Parallel.
- ___ Complete Lesson 19.3 Elaborate.
- ___ Complete Lesson 19.3 Evaluation.
- ___ Complete Lesson 19.3 Performance Task.
- ___ Complete Lesson 19.4 Engage Essential Question.
- ___ Complete Lesson 19.4 Explore Constructing Perpendicular Bisectors and Perpendicular Lines.
- ___ Complete Lesson 19.4 Explain Proving the Perpendicular Bisector Theorem Using Reflections.
- ___ Complete Lesson 19.4 Explain Proving the Converse of the Perpendicular Bisector Theorem.
- ___ Complete Lesson 19.4 Explain Proving Theorems about Right Angles.
- ___ Complete Lesson 19.4 Elaborate.
- ___ Complete Lesson 19.4 Evaluation.
- ___ Complete Lesson 19.4 Performance Task.
- ___ Complete Lesson 19.5 Engage Essential Question.
- ___ Complete Lesson 19.5 Explore Exploring Slopes of Lines.
- ___ Complete Lesson 19.5 Explain Writing Equations of Parallel Lines.
- ___ Complete Lesson 19.5 Explain Writing Equations of Perpendicular Lines.
- ___ Complete Lesson 19.5 Elaborate.
- ___ Complete Lesson 19.5 Evaluation.
- ___ Complete Lesson 19.5 Performance Task.
- ___ Complete Module 19 Study Guide Review.
- ___ Complete Module 19 Performance Task.
- ___ Complete Module 19 Ready to Go On?
- ___ Complete Module 19 Assessment Readiness.

Standard

- ___ //9-12/Mathematics/Unit II/Congruence/G.CO.9
- ___ //9-12/Mathematics/Geometry/Congruence/G.CO.12

___ //9-12/Mathematics/Geometry/Expressing Geometric Properties with Equations/G.GPE.5

Module 20: Triangle Congruence Criteria

Objective

Explore What Makes Triangles Congruent.

ASA Triangle Congruence.

SAS Triangle Congruence.

SSS Triangle Congruence.

Assignment

___ *Complete Module 20 Are You Ready?*

___ *Complete Lesson 20.1 Engage Essential Question.*

___ *Complete Lesson 20.1 Explore Transforming Triangles with Congruent Corresponding Parts.*

___ *Complete Lesson 20.1 Explain Deciding if Triangles are Congruent by Comparing Corresponding Parts.*

___ *Complete Lesson 20.1 Explain Applying Properties of Congruent Triangles.*

___ *Complete Lesson 20.1 Elaborate.*

___ *Complete Lesson 20.1 Evaluation.*

___ *Complete Lesson 20.1 Performance Task.*

___ *Complete Lesson 20.2 Engage Essential Question.*

___ *Complete Lesson 20.2 Explore Drawing Triangles Given Two Angles and a Side.*

___ *Complete Lesson 20.2 Explore Justifying ASA Triangle Congruence.*

___ *Complete Lesson 20.2 Explain Deciding Whether Triangles are Congruent Using ASA Triangle Congruence.*

___ *Complete Lesson 20.2 Explain Proving Triangles are Congruent Using ASA Triangle Congruence.*

___ *Complete Lesson 20.2 Elaborate.*

___ *Complete Lesson 20.2 Evaluation.*

___ *Complete Lesson 20.2 Performance Task.*

___ *Complete Lesson 20.3 Engage Essential Question.*

___ *Complete Lesson 20.3 Explore Drawing Triangles Given Two Sides and an Angle.*

___ *Complete Lesson 20.3 Explore Justifying SAS Triangle Congruence.*

___ *Complete Lesson 20.3 Explain Deciding Whether Triangles are Congruent Using SAS Triangle Congruence.*

___ *Complete Lesson 20.3 Explain Proving Triangles are Congruent Using SAS Triangle Congruence.*

___ *Complete Lesson 20.3 Elaborate.*

___ *Complete Lesson 20.3 Evaluation.*

___ *Complete Lesson 20.3 Performance Task.*

___ *Complete Lesson 20.4 Engage Essential Question.*

- ___ Complete Lesson 20.4 Explore Constructing Triangles Given Three Side Lengths.
- ___ Complete Lesson 20.4 Explain Justifying SSS Triangle Congruence.
- ___ Complete Lesson 20.4 Explain Proving Triangles are Congruent Using SSS Triangle Congruence.
- ___ Complete Lesson 20.4 Explain Applying Triangle Congruence.
- ___ Complete Lesson 20.4 Elaborate.
- ___ Complete Lesson 20.4 Evaluation.
- ___ Complete Lesson 20.4 Performance Task.
- ___ Complete Module 20 Study Guide Review.
- ___ Complete Module 20 Performance Task.
- ___ Complete Module 20 Ready to Go On?
- ___ Complete Module 20 Assessment Readiness.

Standard

- ___ //9-12/Mathematics/Unit I/Congruence/G.CO.6
- ___ //9-12/Mathematics/Unit I/Congruence/G.CO.7
- ___ //9-12/Mathematics/Unit I/Congruence/G.CO.8
- ___ //9-12/Mathematics/Unit II/Similarity, Right Triangles, and Trigonometry/G.SRT.5
- ___ //9-12/Mathematics/Unit III/Modeling with Geometry/G.MG.3

Module 21: Applications of Triangle Congruence

Objective

Justify Constructions.

AAS Triangle Congruence.

HL Triangle Congruence.

Assignment

- ___ Complete Module 21 Are You Ready?
- ___ Complete Lesson 21.1 Engage Essential Question.
- ___ Complete Lesson 21.1 Explore Using a Reflective Device to Construct a Perpendicular Line.
- ___ Complete Lesson 21.1 Explore Justifying the Copy of an Angle Construction.
- ___ Complete Lesson 21.1 Explain Proving the Angle Bisector and Perpendicular Bisector Constructions.
- ___ Complete Lesson 21.1 Elaborate.
- ___ Complete Lesson 21.1 Evaluation.
- ___ Complete Lesson 21.1 Performance Task.
- ___ Complete Lesson 21.2 Engage Essential Question.
- ___ Complete Lesson 21.2 Explore Exploring Angle-Angle-Side Congruence.
- ___ Complete Lesson 21.2 Explain Justifying Angle-Angle-Side Congruence.

- ___ Complete Lesson 21.2 Explain Using Angle-Angle-Side Congruence.
- ___ Complete Lesson 21.2 Explain Applying Angle-Angle-Side Congruence.
- ___ Complete Lesson 21.2 Elaborate.
- ___ Complete Lesson 21.2 Evaluation.
- ___ Complete Lesson 21.2 Performance Task.
- ___ Complete Lesson 21.3 Engage Essential Question.
- ___ Complete Lesson 21.3 Explore Is There a Side-Side-Angle Congruence Theorem?
- ___ Complete Lesson 21.3 Explain Justifying the Hypotenuse-Leg Congruence Theorem.
- ___ Complete Lesson 21.3 Explain Applying the HL Triangle Congruence Theorem.
- ___ Complete Lesson 21.3 Elaborate.
- ___ Complete Lesson 21.3 Evaluation.
- ___ Complete Lesson 21.3 Performance Task.
- ___ Complete Module 21 Study Guide Review.
- ___ Complete Module 21 Performance Task.
- ___ Complete Module 21 Ready to Go On?
- ___ Complete Module 21 Assessment Readiness.

Standard

- ___ //9-12/Mathematics/Unit II/Similarity, Right Triangles, and Trigonometry/G.SRT.5
- ___ //9-12/Mathematics/Geometry/Congruence/G.CO.12
- ___ //9-12/Mathematics/Geometry/Congruence/G.CO.13

Module 22: Properties of Triangles

Objective

Interior and Exterior Angles.

Isosceles and Equilateral Triangles.

Triangle Inequalities.

Assignment

- ___ Complete Module 22 Are You Ready?
- ___ Complete Lesson 22.1 Engage Essential Question.
- ___ Complete Lesson 22.1 Explore Exploring Interior Angles in Triangles.
- ___ Complete Lesson 22.1 Explore Exploring Interior Angles in Polygons.
- ___ Complete Lesson 22.1 Explain Using Interior Angles.
- ___ Complete Lesson 22.1 Explain Proving the Exterior Angle Theorem.
- ___ Complete Lesson 22.1 Explain Using Exterior Angles.
- ___ Complete Lesson 22.1 Elaborate.

- ___ Complete Lesson 22.1 Evaluation.
- ___ Complete Lesson 22.1 Performance Task.
- ___ Complete Lesson 22.2 Engage Essential Question.
- ___ Complete Lesson 22.2 Explore Investigating Isosceles Triangles.
- ___ Complete Lesson 22.2 Explain Proving the Isosceles Triangle Theorem and Its Converse.
- ___ Complete Lesson 22.2 Explain Proving the Equilateral Triangle Theorem and Its Converse.
- ___ Complete Lesson 22.2 Explain Using Properties of Isosceles and Equilateral Triangles.
- ___ Complete Lesson 22.2 Elaborate.
- ___ Complete Lesson 22.2 Evaluation.
- ___ Complete Lesson 22.2 Performance Task.
- ___ Complete Lesson 22.3 Engage Essential Question.
- ___ Complete Lesson 22.3 Explore Exploring Triangle Inequalities.
- ___ Complete Lesson 22.3 Explain Using the Triangle Inequality Theorem.
- ___ Complete Lesson 22.3 Explain Finding Possible Side Lengths in a Triangle.
- ___ Complete Lesson 22.3 Explain Ordering a Triangle's Angle Measures Given Its Side Lengths.
- ___ Complete Lesson 22.3 Explain Ordering a Triangle's Side Lengths Given Its Angle Measures.
- ___ Complete Lesson 22.3 Elaborate.
- ___ Complete Lesson 22.3 Evaluation.
- ___ Complete Lesson 22.3 Performance Task.
- ___ Complete Module 22 Study Guide Review.
- ___ Complete Module 22 Performance Task.
- ___ Complete Module 22 Ready to Go On?
- ___ Complete Module 22 Assessment Readiness.

Standard

- ___ //9-12/Mathematics/Unit II/Congruence/G.CO.10
- ___ //9-12/Mathematics/Geometry/Congruence/G.CO.12
- ___ //9-12/Mathematics/Geometry/Similarity, Right Triangles, and Trigonometry/G.SRT.5
- ___ //9-12/Mathematics/Geometry/Geometric Measurement and Dimension/G.GMD.6

Module 23: Special Segments in Triangles

Objective

Perpendicular Bisectors of Triangles.

Angle Bisectors of Triangles.

Medians and Altitudes of Triangles.

Midsegments of Triangles.

Assignment

- ___ Complete Module 23 Are You Ready?
- ___ Complete Lesson 23.1 Engage Essential Question.
- ___ Complete Lesson 23.1 Explore Constructing a Circumscribed Circle.
- ___ Complete Lesson 23.1 Explain Proving the Concurrency of a Triangle's Perpendicular Bisectors.
- ___ Complete Lesson 23.1 Explain Using Properties of Perpendicular Bisectors.
- ___ Complete Lesson 23.1 Explain Finding a Circumcenter on a Coordinate Plane.
- ___ Complete Lesson 23.1 Elaborate.
- ___ Complete Lesson 23.1 Evaluation.
- ___ Complete Lesson 23.1 Performance Task.
- ___ Complete Lesson 23.2 Engage Essential Question.
- ___ Complete Lesson 23.2 Explore Investigating Distance from a Point to a Line.
- ___ Complete Lesson 23.2 Explain Applying the Angle Bisector Theorem and Its Converse.
- ___ Complete Lesson 23.2 Explain Constructing an Inscribed Circle.
- ___ Complete Lesson 23.2 Explain Using Properties of Angle Bisectors.
- ___ Complete Lesson 23.2 Elaborate.
- ___ Complete Lesson 23.2 Evaluation.
- ___ Complete Lesson 23.2 Performance Task.
- ___ Complete Lesson 23.3 Engage Essential Question.
- ___ Complete Lesson 23.3 Explore Finding the Balance Point of a Triangle.
- ___ Complete Lesson 23.3 Explain Using the Centroid Theorem.
- ___ Complete Lesson 23.3 Explain Finding the Intersection of Medians of a Triangle.
- ___ Complete Lesson 23.3 Explain Finding the Orthocenter of a Triangle.
- ___ Complete Lesson 23.3 Elaborate.
- ___ Complete Lesson 23.3 Evaluation.
- ___ Complete Lesson 23.3 Performance Task.
- ___ Complete Lesson 23.4 Engage Essential Question.
- ___ Complete Lesson 23.4 Explore Investigating Midsegments of a Triangle.
- ___ Complete Lesson 23.4 Explain Describing Midsegments on a Coordinate Grid.
- ___ Complete Lesson 23.4 Explain Using the Triangle Midsegment Theorem.
- ___ Complete Lesson 23.4 Elaborate.
- ___ Complete Lesson 23.4 Evaluation.
- ___ Complete Lesson 23.4 Performance Task.
- ___ Complete Module 23 Study Guide Review.

- ___ Complete Module 23 Performance Task.
- ___ Complete Module 23 Ready to Go On?
- ___ Complete Module 23 Assessment Readiness.
- ___ Complete Unit 8 Assessment Readiness.
- ___ Complete Unit 8 Math In Careers.
- ___ Complete Unit 8 Test.

Standard

- ___ //9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.3
- ___ //9-12/Mathematics/Unit II/Circles/G.C.3
- ___ //9-12/Mathematics/Geometry/Congruence/G.CO.9
- ___ //9-12/Mathematics/Geometry/Congruence/G.CO.10
- ___ //9-12/Mathematics/Geometry/Congruence/G.CO.12
- ___ //9-12/Mathematics/Geometry/Expressing Geometric Properties with Equations/G.GPE.4
- ___ //9-12/Mathematics/Geometry/Expressing Geometric Properties with Equations/G.GPE.5
- ___ //9-12/Mathematics/Geometry/Modeling with Geometry/G.MG.3

Module 24: Properties of Quadrilaterals

Objective

Properties of Parallelograms.

Conditions of Parallelograms.

Properties of Rectangles, Rhombuses, and Squares.

Conditions for Rectangles, Rhombuses, and Squares.

Properties and Conditions for Kites and Trapezoids.

Assignment

- ___ Complete Unit 9 Reading Start-Up.
- ___ Complete Module 24 Are You Ready?
- ___ Complete Lesson 24.1 Engage Essential Question.
- ___ Complete Lesson 24.1 Explore Investigating Parallelograms.
- ___ Complete Lesson 24.1 Explain Proving Opposite Sides are Congruent.
- ___ Complete Lesson 24.1 Explain Proving Opposite Angles are Congruent.
- ___ Complete Lesson 24.1 Explain Proving Diagonals Bisect Each Other.
- ___ Complete Lesson 24.1 Explain Using Properties of Parallelograms.
- ___ Complete Lesson 24.1 Elaborate.
- ___ Complete Lesson 24.1 Evaluation.
- ___ Complete Lesson 24.1 Performance Task.

- ___ Complete Lesson 24.2 Engage Essential Question.
- ___ Complete Lesson 24.2 Explore Proving the Opposite Sides Criterion for a Parallelogram.
- ___ Complete Lesson 24.2 Explain Proving the Opposite Angles Criterion for a Parallelogram.
- ___ Complete Lesson 24.2 Explain Proving the Bisecting Diagonals Criterion for a Parallelogram.
- ___ Complete Lesson 24.2 Explain Using a Parallelogram to Prove the Concurrency of the Medians of a Triangle.
- ___ Complete Lesson 24.2 Explain Verifying Figures are Parallelograms.
- ___ Complete Lesson 24.2 Elaborate.
- ___ Complete Lesson 24.2 Evaluation.
- ___ Complete Lesson 24.2 Performance Task.
- ___ Complete Lesson 24.3 Engage Essential Question.
- ___ Complete Lesson 24.3 Explore Exploring Properties of Rectangles.
- ___ Complete Lesson 24.3 Explain Proving Diagonals of a Rectangle are Congruent.
- ___ Complete Lesson 24.3 Explain Proving Diagonals of a Rhombus are Perpendicular.
- ___ Complete Lesson 24.3 Explain Using Properties of Rhombuses to Find Measures.
- ___ Complete Lesson 24.3 Explain Investigating the Properties of a Square.
- ___ Complete Lesson 24.3 Elaborate.
- ___ Complete Lesson 24.3 Evaluation.
- ___ Complete Lesson 24.3 Performance Task.
- ___ Complete Lesson 24.4 Engage Essential Question.
- ___ Complete Lesson 24.4 Explore Properties of Rectangles, Rhombuses, and Squares.
- ___ Complete Lesson 24.4 Explain Proving that Congruent Diagonals is a Condition for Rectangles.
- ___ Complete Lesson 24.4 Explain Proving Conditions for Rhombuses.
- ___ Complete Lesson 24.4 Explain Applying Conditions for Special Parallelograms.
- ___ Complete Lesson 24.4 Elaborate.
- ___ Complete Lesson 24.4 Evaluation.
- ___ Complete Lesson 24.4 Performance Task.
- ___ Complete Lesson 24.5 Engage Essential Question.
- ___ Complete Lesson 24.5 Explore Exploring Properties of Kites.
- ___ Complete Lesson 24.5 Explain Using Relationships in Kites.
- ___ Complete Lesson 24.5 Explain Proving that Base Angles of Isosceles Trapezoids are Congruent.
- ___ Complete Lesson 24.5 Explain Using Theorems about Isosceles Trapezoids.
- ___ Complete Lesson 24.5 Explain Using the Trapezoid Midsegment Theorem.
- ___ Complete Lesson 24.5 Elaborate.
- ___ Complete Lesson 24.5 Evaluation.

- ___ Complete Lesson 24.5 Performance Task.
- ___ Complete Module 24 Study Guide Review.
- ___ Complete Module 24 Performance Task.
- ___ Complete Module 24 Ready to Go On?
- ___ Complete Module 24 Assessment Readiness.

Standard

- ___ //9-12/Mathematics/Unit I/Congruence/G.CO.3
- ___ //9-12/Mathematics/Unit II/Congruence/G.CO.11
- ___ //9-12/Mathematics/Unit II/Similarity, Right Triangles, and Trigonometry/G.SRT.5

Module 25: Coordinate Proof Using Slope and Distance

Objective

Slope and Parallel Lines.

Slope and Perpendicular Lines.

Coordinate Proof Using Distance with Segments and Triangles.

Coordinate Proof Using Distance with Quadrilaterals.

Perimeter and Area on the Coordinate Plane.

Assignment

- ___ Complete Module 25 Are You Ready?
- ___ Complete Lesson 25.1 Engage Essential Question.
- ___ Complete Lesson 25.1 Explore Proving the Slope Criteria for Parallel Lines.
- ___ Complete Lesson 25.1 Explain Using Slopes to Classify Quadrilaterals by Sides.
- ___ Complete Lesson 25.1 Explain Using Slopes to Find Missing Vertices.
- ___ Complete Lesson 25.1 Elaborate.
- ___ Complete Lesson 25.1 Evaluation.
- ___ Complete Lesson 25.1 Performance Task.
- ___ Complete Lesson 25.2 Engage Essential Question.
- ___ Complete Lesson 25.2 Explore Proving the Slope Criteria for Perpendicular Lines.
- ___ Complete Lesson 25.2 Explain Using Slopes to Classify Figures by Right Angles.
- ___ Complete Lesson 25.2 Explain Using Slopes and Systems of Equations to Classify Figures.
- ___ Complete Lesson 25.2 Elaborate.
- ___ Complete Lesson 25.2 Evaluation.
- ___ Complete Lesson 25.2 Performance Task.
- ___ Complete Lesson 25.3 Engage Essential Question.
- ___ Complete Lesson 25.3 Explore Deriving the Distance Formula and the Midpoint Formula.

- ___ Complete Lesson 25.3 Explain Positioning a Triangle on the Coordinate Plane.
- ___ Complete Lesson 25.3 Explain Proving the Triangle Midsegment Theorem.
- ___ Complete Lesson 25.3 Explain Proving the Concurrency of Medians Theorem.
- ___ Complete Lesson 25.3 Explain Using Triangles of the Coordinate Plane.
- ___ Complete Lesson 25.3 Elaborate.
- ___ Complete Lesson 25.3 Evaluation.
- ___ Complete Lesson 25.3 Performance Task.
- ___ Complete Lesson 25.4 Engage Essential Question.
- ___ Complete Lesson 25.4 Explore Positioning a Quadrilateral on the Coordinate Plane.
- ___ Complete Lesson 25.4 Explain Proving Properties of a Parallelogram.
- ___ Complete Lesson 25.4 Explain Proving Conditions for Special Parallelograms.
- ___ Complete Lesson 25.4 Explain Identifying Figures on the Coordinate Plane.
- ___ Complete Lesson 25.4 Elaborate.
- ___ Complete Lesson 25.4 Evaluation.
- ___ Complete Lesson 25.4 Performance Task.
- ___ Complete Lesson 25.5 Engage Essential Question.
- ___ Complete Lesson 25.5 Explore Finding Perimeters of Figures on the Coordinate Plane.
- ___ Complete Lesson 25.5 Explain Finding Areas of Figures on the Coordinate Plane.
- ___ Complete Lesson 25.5 Explain Finding Areas of Composite Figures.
- ___ Complete Lesson 25.5 Explain Using Perimeter and Area in Problem Solving.
- ___ Complete Lesson 25.5 Elaborate.
- ___ Complete Lesson 25.5 Evaluation.
- ___ Complete Lesson 25.5 Performance Task.
- ___ Complete Module 25 Study Guide Review.
- ___ Complete Module 25 Performance Task.
- ___ Complete Module 25 Ready to Go On?
- ___ Complete Module 25 Assessment Readiness.
- ___ Complete Unit 9 Assessment Readiness.
- ___ Complete Unit 9 Math In Careers.
- ___ Complete Unit 9 Test.
- ___ Complete End-of-Year Test Modules 1-25.

Standard

___ //9-12/Mathematics/Unit I/Expressing Geometric Properties with Equations/G.GPE.4

___ //9-12/Mathematics/Unit I/Expressing Geometric Properties with Equations/G.GPE.5

___ //9-12/Mathematics/Unit I/Expressing Geometric Properties with Equations/G.GPE.7

___ //9-12/Mathematics/Unit II/Congruence/G.CO.10

___ //9-12/Mathematics/Unit II/Congruence/G.CO.11

