

ADDITIONAL INFORMATION

Amendments

The Board may propose amendments to this charter for approval by the Chartering Authority. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

APPENDIX A – DRAFT ATTENDANCE POLICY

STUDENT ATTENDANCE

A. Excused Absences for Classroom Based Attendance

Absence from Tassajara Preparatory High School (“TPHS”) shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Tri-Valley Learning Corporation (“TVLC”).

1. A student's absence shall be excused for the following reasons:
 - a. Personal illness;
 - b. Quarantine under the direction of a county or city health officer;
 - c. Medical, dental, optometric, or chiropractic appointments;
 - d. Attendance at funeral services for a member of the immediate family: "Immediate family" shall be defined as mother, father, grandmother, grandfather, brother, sister or any relative living in the student's immediate household;
 - e. Participation in religious instruction or exercises in accordance with the TPHS Family-Student Handbook: In such instances, the student shall attend at least the minimum school day. The student shall be excused for this purpose on no more than four school days per year.
2. In addition, a student's absence shall be excused for justifiable personal reasons. Advance written request by the parent/guardian and approval of the principal or designee shall be required for absences for:
 - a. Appearance in court;
 - b. Attendance at a funeral;
 - c. Observation of a holiday or ceremony of his/her religion;
 - d. Attendance at religious retreats for no more than four days during a year.

B. Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written note from parent/guardian, parent representative, or student if 18 or older.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence;
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Physician's verification:
 - a. When excusing students for confidential medical services or verifying such appointments, school staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment;
 - b. When a student has had 14 absences in the school year for illness verified by methods listed in #1-#3 above, any further absences for illness must be verified by a physician.

5. Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.
6. Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency.
7. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to the details in the handbook.

C. Unexcused Absences / Truancy for Classroom Based Attendance

The Principal, or designee, shall implement positive steps to reduce truancy. Students who are habitual truants or habitually insubordinate or disorderly during attendance at School may be referred to the appropriate law enforcement agency.

A student's grades may be affected by excessive unexcused absences in accordance with TVLC policy. Students shall be classified as truant if absent from school without a valid excuse five full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Principal. The parent/guardian of a student classified as a truant shall be notified in writing of the following:

1. The student is truant;
2. The parent/guardian is obligated to compel the student to attend school;
3. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution;
4. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy;
5. A habitual truant along with his/her parents/guardians will participate in a meeting with the Principal. The purpose of the meeting is to address the truancy issue and to establish a plan to reduce and eliminate the truancy problem. If such problem persists, the Principal has the authority to take disciplinary action against the student, which may include a recommendation of expulsion.

D. Reports

The Principal, or designee, shall gather and transmit to the TVLC Board the number of truancy cases, the plans on file and any disciplinary actions taken if applicable.

APPENDIX B – ACADEMIC PROGRAM

TPHS Academic Program

The academic program is central to reaching the mission and vision of the school. This entire section is dedicated to explaining “how” we will reach the mission and vision through our academic program.

Tassajara Preparatory High School (“TPHS”) shall focus on the education of the whole student through a core curriculum of English-language arts, mathematics, science, and history-social science including an enriching curriculum of visual and performing arts, physical education, foreign language, technology and life skills education.

The use of integrated curriculum will allow students to extend learning through language arts, mathematics, visual and performing arts, science, social studies, technology and other enrichment opportunities. Topics will be studied from many different angles and viewpoints, allowing students to explore subjects deeply, employ higher level thinking skills, and make connections among various disciplines of thought.

To better achieve the vision and mission, the TPHS curriculum will be structured into the four academic emphases listed below, which share a common set of research-based instructional strategies. Students entering 10th grade will declare an academic emphasis. Their declaration will be based upon work developed through student interest and guidance from parents.

- Sustainability
- Visual & Performing Arts
- Applied Technology
- Entrepreneurship

A student may apply to change their declared academic emphasis. At such time a conference with the parents and student will be initiated to determine the appropriate next steps. Any change of the declared emphasis approved after 10th grade may require additional academic work.

Curriculum and Content

TPHS recognizes the importance of ensuring that a standards-based curriculum program is in place and regularly evaluated for effectiveness. In order to create this program, “Backward Design,” a research-based instructional design method currently being employed in reform efforts across the nation, will be employed by the school. Originally published in “Understanding by Design,” by Grant Wiggins and Jay McTighe, this process of instructional planning provides teachers with a method for aligning standards, assessment, and instruction.

This process is one in which teachers start with the desired results (goals or standards) – and then derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform. There are three distinct stages of this process that TPHS will use. The three stages are as follows:

Stage 1: Unpacking and Prioritizing State Content Standards

Teachers and administrators will apply specific tools necessary to “unpack” and prioritize content standards. This is a necessary pre-requisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners);
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
 - Level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the standard (*this will be tied to creating assessments*);
 - Percentage of questions from the standardized exams that relate to each strand of the standards (*this will be tied to creating assessments*);
 - Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (*this will be tied to creating assessments for units as well as individual lessons within the unit*);

Stage 2: Aligning Assessments (formative and summative) to content standards

Teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative);
- Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment);
- Match an appropriate assessment method to each standard;
- Establish and articulate clear criteria for reaching proficient performance on standards;

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers will design innovative instructional strategies by:

- Differentiating the *content, process, and products* delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs);
- Writing effective standards-based lesson plans;
- Exploring how all learners (including ELLs and special needs students) vary in their readiness, interests and learning profiles;
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g., latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson, etc.);
- Creating learning experiences that promote understanding, interest, and excellence;
- Innovating and enhancing current standards-based adopted programs;

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. TPHS teachers will use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process will serve as the vehicle for ongoing conversations among and between grade levels and departments at TPHS. Specifically, department teams will be charged with the responsibility of meeting weekly to engage in lesson study and the examination of student work in order to critically examine lessons to determine their

effectiveness. See the “Assessment of Student Outcomes” section for detailed information regarding the process teachers will use to examine student work and reflect upon lesson efficacy.

Teachers will be trained on the method outlined above by qualified individuals whose accomplishments include training schools on this process at the national level. TPHS will maintain ongoing conversations with Insight Education Group, Inc., an educational consulting firm specializing in professional development, comprehensive school reform -- including work as an approved SAIT (School Assistance and Intervention Team) provider -- and charter development.

Student Needs and Instructional Strategies

Overview

TPHS understands that the academic program for students must be able to accommodate the needs of learners at all levels. In order to accommodate the needs of students whose academic achievement is below grade level, and in order to close the achievement gap of our students, TPHS will incorporate a strategic intervention program within the school day. This program will provide additional instructional minutes for students struggling to achieve in Reading/Language Arts and Mathematics. Students who are identified for intervention (based on test scores, academic performance, and teacher observations) will be provided with an intervention course. This course will address basic reading and mathematics instruction, while serving to supplement the classroom program. TPHS is firmly committed to enabling all students at the school to succeed. We believe that implementing intervention programs within the school day are the most appropriate and efficient way to ensure growth in the core content areas.

All coursework will involve a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in *Classroom Instruction that Works* (Marzano, Pickering, Pollock, 2001). Sample instructional strategies will include:

- Project based learning and other ways of experiencing real-world problems
- Collaborative investigations and demonstrations
- Mini-lessons that address specific skills within the context of larger projects
- Giving guidance and adequate time to self-reflect and self-assess
- Democratic classrooms and school structure
- Authentic assessments
- Direct instruction
- Research-based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined “Learning Targets” for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Peer study groups

The section that follows details three *key* instructional strategies that will be at the core of the TPHS academic program. These strategies will be a primary focus of the school because they are among the most effective ways to meet the needs of diverse learners (see below for citations of relevant research). All of the strategies listed below will be supported by high quality professional development. Relevant

professional development topics may include: cooperative learning, flexible grouping, project based learning and service-learning, and the theory and practice of multiple intelligences.

Key Strategy #1: Multiple Intelligences

Teachers will “structure the presentation of material in a style which engages most or all of the intelligences. For example, when teaching about the revolutionary war, a teacher can show students battle maps, play revolutionary war songs, organize a role play of the signing of the Declaration of Independence, and have the students read a novel about life during that period. Teaching in this manner can facilitate a deeper understanding of the subject material and activate a wide assortment of intelligences in the students.” (Brualdi, A.C. 2000. *Multiple Intelligences*; ERIC Publication ED410226). A recent Project Zero study of the application of multiple intelligence theory in the classroom found that “MI helps schools in several ways. It offers a vocabulary for teachers to use in discussing children's strengths and in developing curriculum; it validates the practices of teachers whose work is already synchronous with MI theory; it promotes or justifies education in diverse art forms; and it encourages teachers to work in teams, complementing their own strengths with those of their colleagues.” (www.pz.harvard.edu/Research/MISchool.htm)

Key Strategy #2: Project Based Learning

A key instructional approach to meeting a variety of student needs is standards-based Project Based Learning (PBL). Standards-focused PBL is a “*systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.*” Research shows that students engaged in PBL “construct solutions, thus shifting the emphasis [from the product] toward the process of learning” (Buck Institute for Education, 2004. www.bie.org/pbl/pblhandbook/intro.php).

Project based units will reflect the principles of backward design – the project content and processes will be framed by an essential question that is aligned to standards. Students will be assessed for their mastery of those standards, as well as their ability to solve problems individually and in cooperative groups. Furthermore, all projects will reflect the “6 A's” of high quality PBL:

Authenticity

- Is the problem or question meaningful to the student?
- Is the problem or question one that an adult might tackle at work or in the community?
- Does the project provide the students with opportunities to be creative and to apply personal or social value beyond school?

Academic Rigor

- Does the project allow students to acquire and apply knowledge related to more than one content area?
- Are ways of using research methods from one or more disciplines incorporated in the project?
- Do students develop higher order thinking skills?

Applied Learning

- Do students solve a problem that is related to real world experiences?
- Are organizational skills and self-management prominent in the project?
- Does the project allow students to develop skills that are expected in the work place?

Active Exploration

- Is a significant amount of time spent doing field based work?
- Are various methods, media and sources used to conduct investigation?

Adult Relationships

- Is there contact with an adult who has relevant expertise or experience?
- Are students working closely with adults?
- Is there collaboration between adults and students on the design and assessment of projects?

Assessment

- Do students use project criteria to gauge what they are learning?
- Do adults from outside the classroom help students develop real-world standards?
- Is student work assessed regularly through methods such as portfolios?

Key Strategy #3: Service-Learning / Community Action Projects

Productive citizens of the 21st century must be able to actively engage in their communities as agents of positive change. Furthermore, research suggests that high-quality, classroom-based service learning is tied to improved attendance, academic motivation, achievement, and decreased drop-out and truancy rates (Billig, S 1999. *The Impacts of Service-Learning on Youth, Schools, and Communities: Research on K-12 School-Based Service-Learning, 1990-1999*. www.learningindeed.org)

Students at TPHS will participate in a variety of activities designed to develop their ethic of service, and their knowledge of the structure and function of surrounding communities. They will also be taught explicit skills for contributing positively to the communities that touch their lives. Furthermore, community members (business leaders, policy makers, nonprofit workers, etc.) will be invited into the school to share their knowledge and expertise.

Community action projects will reflect the best practices of service learning, as defined by Youth Service California (www.yscal.org):

Integrated Learning

- The service-learning project has clearly articulated knowledge, skill or value goals that arise from broader classroom or school goals.
- The service informs the academic learning content, and the academic learning content informs the service.
- Life skills learned outside the classroom are integrated back into classroom learning.

High Quality Service

- The service responds to an actual community need that is recognized by the community.
- The service is age-appropriate and well organized.
- The service is designed to achieve significant benefits for students and community.

Collaboration

- The service-learning project is a collaboration among as many of these partners as is feasible: students, parents, community-based organization staff, school administrators, teachers, and service recipients.
- All partners benefit from the project and contribute to its planning.

Student Voice

Students participate actively in:

- Choosing and planning the service project;
- Planning and implementing the reflection sessions, evaluation, and celebration;

- Taking on roles and tasks that are appropriate for their age.

Civic Responsibility

- The service-learning project promotes students' responsibility to care for others and to contribute to the community.
- By participating in the service-learning project, students understand how they can impact their community.

Reflection

- Reflection establishes connections between students' service experiences and the academic curriculum.
- Reflection occurs before, during, and after the service-learning project.

Evaluation

- All the partners, especially students, are involved in evaluating the service-learning project.
- The evaluation seeks to measure progress toward the learning and service goals of the project.

Assessment of Student Outcome Goals

As has been previously described, TPHS will incorporate a high-quality, standards-based educational program at all grade levels. Student performance will be measured via several assessment methods, specifically based upon the assessment program created and researched by Richard J. Stiggins, author of *Student Involved Classroom Assessment, 3rd ed., 2001*. Stiggins' work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. This method has been included based on proven successful use in secondary educational settings, and includes such assessments as selected response, essays, performances, and products.

Each student will have an individual plan that outlines educational objectives and instructional strategies that are appropriate to the particular student. Individual plans will be based on students' learning styles and thorough diagnostics of the students' academic abilities. Instructional design will address identified needs of all students, including students with special needs and gifted students, to facilitate high academic achievement levels according to the California content standards.

Student growth and learning will be documented through portfolios and quarterly report cards. Each student will develop a cumulative portfolio that is aligned with his or her individual plan. Portfolios will include self-selected works that exemplify mastery of standards-based content knowledge and skills. Quarterly report cards will be accompanied by teacher narratives addressing not only content knowledge but also Understanding, Reasoning, Skills, Performance, and Dispositions (identified by Stiggins as valuable achievement targets).

As is required by the California Department of Education, students will also participate in STAR (Standardized Testing and Reporting, which includes the CAT6 and the California Standards Test), the California English Language Development Test (CELDT), and all other mandated accountability programs. We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (i.e., after-school tutoring, year-round enrichment programs, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable school settings.

Staff will use all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will TPHS become complacent

with the examination of assessment findings. Staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

TPHS will adopt and implement a “Tuning Protocol” to be used as a vehicle for examining student assessment results, and to examine lesson plans continually to determine efficacy in relation to student outcomes. Below is a rationale for using the “Tuning Protocol” and a description of the process.

To take part in the Tuning Protocol, educators bring samples of their students’ work on paper and, whenever possible, on video, as well as any other relevant supplemental material such as assignment descriptions and scoring rubrics. In a circle of about three to five colleagues, a facilitator guides the group through the process and keeps time. The presenting educator, or team of educators, describes the context for the student work (the task or project) - uninterrupted by questions or comments from participants.

Often the presenter begins with a focusing question or area about which they would especially welcome feedback. The question "Are you seeing evidence of persuasive writing in the students' work?" is a good example of such a question. Participants have time to examine the student work and ask clarifying questions. With the presenter listening but silent, participants then offer warm and cool feedback - both supportive and challenging. Presenters often frame their feedback as a question, for example, "How might the project be different if students chose their research topics?"

After this feedback is offered, the presenter has the opportunity, again uninterrupted, to reflect on the feedback and address any comments or questions they choose. Time is reserved for debriefing the experience. Both presenting and participating educators have found the tuning experience to be a powerful stimulus for encouraging reflection on their practice.

In addition to the regular meetings to analyze student work, TPHS will identify a data management system for managing and analyzing school-wide student performance data (i.e., standardized test data, teacher generated summative assessment, and curriculum embedded assessments).

Professional Development

In addition to the professional development opportunities described in the “Staff Recruitment, Development, and Assessment” appendix, teachers will attend AB 466 training to correspond with the textbooks adopted by the school, and administrators will attend AB 75 training in order to support effective implementation of the adopted materials.

All staff members will participate in an ongoing training component, beginning prior to the school’s opening and continuing monthly after the school has opened. This sustained training will allow the school staff to work collaboratively in an effort to implement and refine a comprehensive school model, which will provide students with the most relevant and effective instruction. During the training sessions, teachers will engage in professional development on Backward Design, Project Based Learning, and other research-proven processes and instructional strategies. They will also have collaborative time to develop high-quality lesson plans based on the principles of Backward Design. Specifically, the work to be accomplished during this professional development time will revolve around the alignment of standards, assessment and instruction as outlined in the three stages described above in the “Curriculum and Content” section.

Additionally, TPHS intends to apply for professional development incentive funding for school Local Education Agencies (LEA) through AB 430 to provide State Board of Education approved training for administrators.

APPENDIX C – CURRICULUM DEVELOPMENT

Development and implementation of curriculum shall be a top priority of the Tassajara Preparatory High School (“TPHS”) Site Board and the TPHS Administration. The TPHS Site Board will make recommendations to the Tri-Valley Learning Corporation Board (the Board), who has ultimate approval authority. The Board shall provide a comprehensive instructional program to serve the educational needs of the students. The Board accepts responsibility for establishing what students should learn; therefore the Board shall adopt a curriculum that reflects the mission and vision of TPHS to the greatest extent possible.

The Principal, or designee, shall have the general coordinating authority over the design and development of the curriculum. The Principal, or designee, shall develop a process for curriculum review and development, which will include the participation of teachers, administrators, students, parents/guardians, and members of the community.

The Principal, or designee, shall keep the Board informed regarding current curriculum efforts and student achievement. The Principal, or designee, shall provide all necessary assistance to the Board in reviewing reports, information, and data on each curriculum area for presentation and adoption by the Board. Prior to adoption of curriculum, the Board shall discuss its findings with the public at a regularly scheduled Board meeting.

Curriculum development is to be based upon:

1. Research that is educationally sound;
2. State adopted instructional materials will guide the School in the initial selection of instructional materials to meet our students’ and curricular needs; however, as a charter school, Education Code does not require that we adopt curriculum from the state adopted instructional materials list. When curricular material evaluation deems such an adoption necessary, the school will select an appropriate adoption to meet student needs.
3. Change in legislation;
4. Needs of students, teachers, and parents.

The following are to be considered when making any changes in program or curriculum:

1. Costs within budget approved by the Board;
2. Available facilities, material, and personnel.

The Principal, or designee, shall have the responsibility for implementing an instructional program that is articulated at all levels.

All curricula shall be adopted by the Board; elimination of curriculum must also be approved by the Board.

Honors & Advanced Placement Courses

Honors courses shall be developed by the TPHS staff to meet the needs of talented students. An Honors course parallels the curriculum offered in the corresponding regular class, but may cover additional topics, or some topics in greater depth. Honors courses may be organized as separate classes, or as extra projects or seminars supplementing a regular course.

An Advanced Placement course is designed to prepare students to take the College Board-sponsored Advanced Placement exam. These national curricula are developed by both high school and college teachers under the auspices of the College Board.

Requirements for registering in these courses may include teacher recommendation, pre-requisite grades, and test scores.

APPENDIX D – DRAFT COURSE DESCRIPTIONS

The following course descriptions are a sample of the courses that may be offered at Tassajara Preparatory High School (“TPHS”). Course curricula in all subject areas are backward designed to meet or exceed Common Core State Standards in all subject areas, and to pursue accreditation by the Western Association of Schools and Colleges (WASC). Advanced Placement courses will be available based on prerequisite coursework and teacher recommendation. Students may qualify for Honors courses based on teacher recommendation and the previous year’s STAR results. Intervention courses will be scheduled on an as needed basis. This is a draft course catalogue.

MATHEMATICS

Algebra I

Grade Level: 9-10

Length: 1 year

Prerequisite: Pre-Algebra

Algebra I is for students who are familiar with such concepts as solving equations for x, the Cartesian plane, absolute value, inequalities, percentages, and reading and interpreting graphs. The course will study algebraic concepts including real numbers and polynomials, relations and functions, creation and application of linear functions and relations, and an introduction to nonlinear functions. This course assumes that students are quite familiar with working with fractions and decimals. Appropriate technology, including the TI-83+ or TI-84+ graphing calculator, will be used regularly for instruction and assessment. Daily preparation for the class is essential since topics are continually building upon each other and connections between topics are continually examined. *Students will take an End-of-Course exam.*

Geometry

Grade Level: 9-11

Length: 1 year

Prerequisite: Algebra I

Geometry teaches students who have had Algebra I how to think in a rigorous and logical manner. Students need to be able to solve equations with two variables and to simplify algebraic expressions. Geometry solidifies the knowledge of concepts already encountered and learned in a more deductive approach. Two- and three-dimensional reasoning skills are emphasized, and students will broaden their use of the coordinate plane to include isometric transformations such as rotations, reflections, translations, and the non-isometric dilation transformation. Trigonometric relationships such as the sine, cosine, and tangent are introduced. Daily preparation for class is essential since topics continually build upon each other and connections between topics are continually examined. *Students will take an End-of-Course exam.*

Honors Geometry

Grade Level: 9-11

Length: 1 year

Prerequisite: Algebra I and/or teacher recommendation

Honors Geometry supplements students’ inductive understanding of geometric principles learned in middle school with a more rigorous deductive approach. The proof is the keystone of this deductive approach to learning geometric concepts. Several techniques of proving geometric theorems are introduced such as the construction, coordinate, and contradiction proof methods. Two- and three-dimensional reasoning skills will be emphasized and students will broaden their use of the coordinate

plane to include isometric transformations such as rotations, reflections, translations, and the non-isometric dilation transformation. Trigonometric relationships such as the sine, cosine, and tangent are introduced. Properties of circles and polygons are further examined in the context of real world activities such as surveying, carpentry, architecture, and construction. The prerequisite expectation is that students understand graphing coordinates in the coordinate plane, the components of the slope-intercept form of a linear equation including how to derive the equation of a line connecting two points, and solving for an unknown variable in both linear and non-linear equations. Daily preparation for the class is essential since topics are continually building upon each other and connections between topics are continually examined. *Students will take an End-of-Course exam.*

Algebra II

Grade Level: 9-12

Length: 1 year

Prerequisite: Algebra I

Algebra II continues students' study of basic algebraic concepts including functions, exponents, polynomials, graphing, rational expressions, and systems of equations. New concepts introduced include logarithms, probability and discrete analysis, matrices, and complex numbers. Much time is spent on quadratics, including multiple methods of solving quadratic equations and inequalities, and graphing conic sections. Practical applications are emphasized for all skills. Students are consistently taught how to solve problems without the aid of a calculator, but are also trained in the use of a graphing calculator. *Students will take an End-of-Course exam.*

Honors Algebra II

Grade Level: 9-12

Length: 1 year

Prerequisite: Algebra I

Honors Algebra II continues students' study of basic algebraic concepts including functions, exponents, polynomials, graphing, rational expressions, and systems of equations. New concepts introduced include logarithms, matrices, and complex numbers. Much time is spent on quadratics, including multiple methods of solving quadratic equations and inequalities, and graphing conic sections. Practical applications are emphasized for all skills. Students are consistently taught how to solve problems without the aid of a calculator, but are also trained in the use of a graphing calculator. This advanced course goes deeper and requires more of the students than the standard course. Students are expected to bring different skills together for advanced problem solving, to derive for themselves many of the formulas they use, and to generalize from specific formulas to broader applications. *Students will take an End-of-Course exam.*

Honors Functions and Modeling

Grade Level: 10-12

Length: 1 year

Prerequisites: Geometry and Algebra II

Honors Functions and Modeling provides students an in-depth study of modeling and applying functions in areas from consumer issues to public policy to scientific investigations. A variety of mathematical relationships including trigonometric functions are introduced and explored with an emphasis on applications to real-life problems. The main goal of the course, however, is to enable the students to understand trigonometry and functions in order to advance in further studies. The prerequisite expectation is that students will have a grasp of the topics learned in Geometry and Algebra II, especially linear functions and other functional concepts such as domain and range. The in-class expectation will be that students actively participate in the class discussions and have a desire to supplement their understanding of mathematics. Advanced Functions and Modeling replaces Algebra III/Trigonometry.

Pre Calculus

Grade Level: 10-12

Length: 1 year

Prerequisite: Geometry and Algebra II

Pre Calculus supplements a thorough exploration of topics discussed in Algebra II and Geometry with an introduction to sequences, series, data analysis, and calculus. The trigonometric relationships among sine, cosine, tangent, and the unit circle will also be introduced. The Law of Sines and the Law of Cosines are discussed within the contextual framework of real-life applications. The crux of the course is in the study of functions. Students will learn the application of functions to model behavior in addition to exploring the concepts of functional limits and derivatives, which are essential to calculus. The prerequisite expectation is that students have a strong grasp of the topics discussed in Geometry and Algebra II. Furthermore, students should have a desire to be exposed to advanced mathematical concepts and their applications to a variety of disciplines such as science or engineering. Students participate in the class discussions and can help provide direction to solving complex problems.

Advanced Placement Statistics (AP)

Grade Level: 11-12

Length: 1 year

Prerequisite for Seniors: Pre Calculus

Co-requisite for Sophomores and Juniors: Calculus

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to the four major themes of exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students should be prepared to actively participate and work consistently on a daily basis both in class and on homework. The course will prepare students to take the AP Statistics exam.

Calculus

Grade Level: 11-12

Length: 1 year

Prerequisite: Pre Calculus

Calculus includes an extensive review of functions including domains, ranges, roots, intercepts and asymptotes. Given a verbal scenario, students will be able to identify the dependent variable, the independent variable and the function that relates them, and they will be able to graph the function. The concepts of limits and continuity will be studied in depth. The study of limits will be expanded to introduce the derivative. Students will understand that the derivative is the rate of change of a function and will be able to relate that to verbal scenarios, graphs and algebraic functions. Students will learn to take derivatives by using the definition of the derivative and by using the standard rules for taking derivatives. The concepts of maximum and minimum values of a function will be explored and students will understand how to find those values using the first derivative. The second derivative will be introduced and students will learn how to use the second derivative to determine the concavity of a function. The relationship of the first and second derivative to velocity and acceleration will be examined in depth. There will be a strong emphasis on a conceptual understanding of the derivative and what information it provides about the function. Integrals will be introduced and there will be an emphasis on what an integral means and when it is used.

Advanced Placement Calculus AB (AP)

Grade Level: 11-12

Length: 1 year

Prerequisite: Pre Calculus or permission of the instructor

AP Calculus AB is an intensive review of functions including domains, ranges, and functional limits that will be expanded upon to introduce the concepts of a derivative and integral. The first derivative is related to measures of change such as the slope of linear equations and to functional maxima and minima. The relationship between functions describing movement and the first and second derivative are examined. The concept of an integral is then introduced, and applications to Phase I clinical research are presented. This course is designed to provide a classical study of Calculus that will enable further study of multivariate Calculus or differential equations. The prerequisite expectations will be a thorough understanding of functions and limits and a desire to take the AP Calculus AB exam. Students should be prepared to actively participate and work consistently on a daily basis since much of the material is theoretical.

Advanced Placement Calculus BC (AP)

Grade Level: 11-12

Length: 1 year

Prerequisite: AP Calculus AB

AP Calculus BC is a continuation of the AP Calculus sequence. The course will consist of more technical explorations of Calculus AB topics such as integration and differential equations. Techniques such as “u substitution” and “integration by parts” will be explored along with slope field and other techniques. Students are expected to actively participate in class discussions and complete daily homework assignments. The course will prepare students to take the AP Calculus BC exam.

SCIENCE

The science curriculum at TPHS prepares students for AP courses and is integrated with the prerequisite mathematics. Students aspiring to AP Science courses are encouraged to pass Elementary Algebra by 8th grade. Because students progress through mathematics at different rates, the relationship to grade level is somewhat variable.

Prior to graduation, students are required to complete 3 high school laboratory-based science classes* The required classes follow the University of California and California State University recommendations for academic preparation in the natural sciences of entering students, satisfy the most current California State Standards, and the AP requirements (if applicable). At TPHS the required laboratory-based classes are Conceptual Physics, Chemistry, and Biology/AP Biology. Information about the California Science standards and the Advanced Placement Requirements can be found at the websites below.

California State Science Standards

<http://www.cde.ca.gov/be/st/ss/documents/sciencestd.pdf>

The College Board description of Advanced Placement Classes

<http://www.collegeboard.com/student/testing/ap/subjects.html>

*Students may take more than one science class simultaneously (beginning in Grade 11) with the approval of teachers and parents.

Conceptual Physics (Honors Option Available)

Grade Level: 9-10

Length: 1 year

Prerequisite: Algebra I

(Note: If a student currently in Algebra I decides to take this class they must expect extra effort/tutoring

and this may become mandatory depending on progress.)

Conceptual Physics is the first high school laboratory science course, and is required of all students for graduation. This course will aim primarily at preparing students for future careers in this 21st century. It is a required prerequisite for AP Physics. Some simple geometry and trigonometry will be taught when needed. Students will need good study skills and an interest in learning more about the physical universe. This course will provide partial preparation for the SAT Physics Subject Test. Additional study would be required. The teacher has study guides and a more advanced text to help with this if requested. *Students will take an End-of-Course exam.*

Course Objectives:

- To teach students the concepts of Introductory Newtonian Mechanics, Heat and Thermodynamics, Electricity and Magnetism, Waves and Sound, Light and Optics
- To acquaint students with different lab methodologies through frequent hands-on student experiences
- To teach students the importance of units and careful data collection
- To prepare students for the state subject test and provide partial preparation for the SAT Physics Subject Test

Chemistry (Honors Option Available)

Grade Level: 10-11

Length: 1 year

Prerequisites: Conceptual Physics and Geometry

Chemistry is the second in our laboratory science curriculum. The course emphasizes laboratory and analytical skills in addition to problem solving and abstract thought. The course also aims to connect course material to modern issues and current events, focusing mainly on environmental and biochemical issues. The class is built around the following major topics: atomic and molecular structure, chemical bonds, conservation of matter and stoichiometry, gasses and their properties, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, and nuclear processes. *Students will take an End-of-Course exam.*

Course Objectives:

- Application of algebra to problem solving in science, including but not limited to unit conversions, measurements, dimensional analysis and the use of significant figures
- Development of critical thinking, measurements and observational skills
- Create understanding of a wide array of introductory inorganic chemistry topics and the associated introductory laboratory skills
- Advance proper laboratory notebook and record keeping skills in preparation for and modeled after college/university laboratory courses

Biology (Honors Option Available)

Grade Level: 11-12

Length: 1 year

Prerequisite: Chemistry, Geometry

Themes covered include chemical basis of life, metabolism of cells, genetic continuity, homeostasis in plants and animals, and the evolution and ecology of populations. This class will emphasize “hands-on” learning and is suited for students who perform best with opportunities for drill and practice. Laboratory

skills, including lab reports, are emphasized as a major portion of the class. *Students will take an End-of-Course exam.*

Advanced Placement Biology (AP)

Grade Level: 11-12

Length: 1 year

Prerequisite: Conceptual Physics, Chemistry, Algebra 1 & 2 and Geometry, Permission of the Instructor

AP Biology is a college-level course designed to challenge students to extend their knowledge of biological theories and processes beyond the level of an introductory science course. Students explore various themes through an in-depth analysis of the following biological topics: science as a process, evolution, energy-transfer, continuity and change, relationship of form to function, regulation, the interdependence of nature and the relationship between science, technology, and society. The class involves lectures, lab experiments, student-led discussions, quizzes, and tests. Students are expected to complete about one hour of homework per night, including intensive reading assignments. The course will prepare students to take the AP Biology exam.

Course Objectives: (Many of these topics, especially the topic of evolution, are interwoven throughout the curriculum.)

- Science as a Process—Science is a way of knowing. It can involve a discovery process using inductive reasoning, or it can be a process of hypothesis testing.
- Evolution—Biological change of organisms that occurs over time, which is driven by the process of natural selection. Evolution accounts for the diversity of life on earth.
- Energy Transfer—Energy is the capacity to do work. All living organisms are active (living) because of their abilities to link energy reactions to the biochemical reactions that take place within their cells.
- Continuity and Change—All species tend to maintain themselves from generation to generation using the same genetic code. However, there are genetic mechanisms that lead to change over time, or evolution.
- Relationship of Structure to Function—The structural levels from molecules to organisms ensure successful functioning in all living organisms and living systems.
- Interdependence in Nature—Living organisms rarely exist alone in nature
- Science, Technology, and Society—Scientific research often leads to technological advances that can have positive and/or negative impacts upon society as a whole.

This course covers the following areas of biology: (Several biological themes will be intertwined in the material throughout the year.)

- Molecules and Cells (25%) — Chemistry, Cells, and Cellular Energy
- Heredity and Evolution (25%) — Heredity, Molecular Genetics, and Evolution
- Organisms and Populations (50%) — Diversity, Plants, Animals, and Ecology

Advanced Placement Chemistry (AP)

Grade level: 11-12

Length: 1 year

Prerequisite: Conceptual Physics, Chemistry, Biology, Permission of instructor

This course is intended to meet the objectives of the Advanced Placement (AP) Chemistry curriculum designed by The College Board. The course covers advanced topics in chemistry including kinetics, oxidation-reduction, equilibrium, thermo-chemistry, quantitative and qualitative analysis, and introductory organic chemistry. Students will continue to develop chemistry laboratory skills and learn to

predict results of reactions and properties of reaction products. Students will complete an intensive schedule of advanced lab exercises and perform independent research projects. The course culminates in the Advanced Placement exam. This class is designed for highly motivated students with good reading comprehension and study skills. Students are expected to complete about one hour of homework per night, including intensive reading assignments. This course is reading- and writing-intensive. The course will prepare students to take the AP Chemistry exam.

Advanced Placement Physics C (AP)

Grade Level: 11-12

Length: 1 year

Prerequisite: Conceptual Physics, Chemistry, Biology, Permission of instructor

This curriculum covers linear and rotational mechanics and dynamics, gravitation, thermal physics, fluid dynamics, wave theory, electromagnetism, geometric optics, atomic theory, and an introduction to relativity and modern physics. All topics are taught with a mix of theoretical work and practical laboratory work, in which the students demonstrate results for themselves. Some math will be taught (particularly vectors), but the emphasis is on developing physical intuition, and on using the math that students already know to solve physical problems. The course will prepare students to take the AP Physics exam.

Environmental Science

Grade Level: 11-12

Length: 1 year

Prerequisite: Conceptual Physics, Chemistry, Biology

This course is designed to introduce students to basic topics in environmental science. Students will use their knowledge of biology, chemistry, and geology to understand environmental processes. It is a science course, but it draws from many other disciplines, including economics, geography, and politics, to encourage a total understanding of how the natural processes interact with human actions. The class provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. A combination of labs, discussion, projects and analysis is critical in understanding the topics at this level.

Advanced Placement Environmental Science (AP)

Grade Level: 11-12

Length: 1 year

Prerequisite: Conceptual Physics, Chemistry, Biology, Recommendation by science teacher

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. This rigorous science course emphasizes a strong understanding of biological, chemical, and geological processes; however, the course draws from many other disciplines, including economics, geography, and politics, to encourage a total understanding of how the natural processes interact with human actions. The class provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. A combination of intensive reading assignments, labs, classroom discussion, projects and analysis is critical in understanding the topics at this level. The course will prepare students to take the AP Environmental Science exam.

HISTORY

World History

Grade Level: 9-10

Length: 1 year

Prerequisite: None

This course is an advanced survey of world history from early civilizations to the present. The course focuses on comparative history across time and across the world. Students learn both the history of world cultures and civilizations and the skills necessary to be a successful history student throughout high school and college. There is an emphasis on using primary source material. Students learn to read the same sources professional historians read and learn to analyze material based on audience, context, and message. Students practice research skills such as note taking, outlining, and footnoting and participate in a museum project. This class is suited for highly motivated students with good reading comprehension skills and good writing skills. Students are asked to read and interpret material independently to prepare for class discussion. Students should feel comfortable summarizing main ideas and expressing opinions in writing. This course is reading- and writing-intensive.

Civics and Economics

Grade Level: 10-12

Length: 1 semester

Prerequisite: World History

This course is a study of the economic, legal, and political systems of the United States. More specifically, students learn about the roots of the American democratic system, the founding documents, the structure of local, state, and national government and economics. There is an emphasis placed on connecting the curriculum to current events and interactions with state and local governmental leaders. Students develop strong reading and writing skills and work regularly with primary-source materials like Supreme Court cases. Students also participate in a school-wide simulated congressional hearing as a culmination of their study of the federal government. *Students will take an End-of-Course exam.*

U.S. History

Grade Level: 11-12

Length: 1 year

Prerequisite: Civics and Economics

This course surveys United States history from pre-colonial times to the present. Students study the political, economic, and social history of the United States. There is a strong focus on reading and interpreting primary source material as well as evaluating and discussing historical debates. Students are expected to prepare for class discussion each day. In addition, students will be asked to engage in independent research. *Students will take an End-of-Course exam.*

Advanced Placement U.S. History (AP)

Grade Level: 11-12

Length: 1 year

Prerequisite: Civics and Economics

This course is an in-depth survey of the political, economic, and social history of the United States from pre-colonial times to the present. There is a strong focus on reading and interpreting primary source material as well as evaluating and discussing historical debates and completing independent research. Students will be expected to do summer reading and work over the breaks. Students will read 10-15 pages of challenging material each night. They will also complete periodic writing assignments in addition to a major (10-page) research project. In addition, students will be expected to learn and retain a large amount of factual information. Students should have a strong interest in history and be prepared to

devote considerable time and energy to this class. This course will prepare students to take the AP exam in U.S. History in May. *Students will take an End-of-Course exam.*

Advanced Placement U.S. Government (AP)

Grade Level: 12

Length: 1 semester

Prerequisite: Civics and Economics

Prerequisite or co-requisite: U.S. History.

This course will give students perspective on the theory of how the government and politics work in the United States and how they work in reality. Students will use current news to see examples of how and why our political system works as it does. In election years, students will follow the hoopla and excitement of the campaign. Some of the questions we will discuss include: Why the Founders established the type of government they did? What does it mean to be a liberal or conservative? Why do people vote the way they do? Is there bias in the media? What are successful and unsuccessful campaign strategies that candidates have used? How do political parties, interest groups, and the media influence our politics? What powers do our national institutions such as Congress, the presidency, bureaucracy, and federal courts have and why do they function the way they do? We will discuss influential Supreme Court decisions to understand the evolution of our civil rights and liberties. The class will involve extensive discussion, debates, congressional simulations, and analysis of campaign ads. This course will prepare students to take the AP exam in U.S. Government & Politics in May.

Advanced Placement European History (AP)

Grade Level: 11-12

Length: 1 year

Prerequisite: Civics and Economics

Prerequisite or co-requisite: U.S. History

This course is an advanced survey of European history from the High Renaissance (1450) to the present. The course is a mixture of intellectual, cultural, diplomatic, economic, and social history. There is a strong focus on reading and interpreting primary source material as well as evaluating and discussing historical debates and completing independent research. Students will be expected to do summer reading and work over the breaks. In addition, students will be expected to learn and retain a large amount of factual information. Students should have a strong interest in history and be prepared to devote considerable time and energy to this class. This course will prepare students to take the AP exam in European History.

America at War: Revolution and Civil War

Grade Level: 11-12

Length: 1 semester

Prerequisite: Civics and Economics

This class will spend the first semester looking at the American Revolution and the second semester will be devoted to the American Civil War. For both wars, we will be examining the social, political, military, and economic aspects of the wars. Students will study these wars through primary documents, secondary sources, debates, trial reenactments, critiques of movies, and class presentations.

Constitutional Issues

Grade Level: 11-12

Length: 1 semester

Prerequisite: Civics and Economics

Prerequisite or co-requisite: U.S. History

In this course, students will study the history and principles of the United States Constitution. Students will examine the way the Constitution has been interpreted over time using Supreme Court cases and other primary documents. Students will also apply what they learn to modern constitutional issues like affirmative action, privacy issues, church and state issues, homeland security, and other controversial issues. Students will engage in independent research projects.

ENGLISH

English I

Grade Level: 9

Length: 1 year

This course is designed to challenge academically advanced, highly motivated students who are capable of comprehending and analyzing literary texts. Students will read 8-10 major works of world literature as well as poetry and shorter works of fiction and nonfiction. Frequent writing assignments will develop students' critical thinking skills and creative expression. The course will provide a study of grammar, mechanics, usage, and vocabulary.

Honors English I

Grade Level: 9

Length: 1 year

This course is designed for highly academically advanced, highly motivated students who are capable of reading complex literature independently and analyzing it in terms of themes, character motivation, and cultural and philosophical contexts. Students will read 10-12 major works of world literature as well as poetry and shorter works of fiction and nonfiction. Frequent writing assignments will promote close textual analysis, as well as developing students' critical thinking skills and creative expression. The course will provide a study of grammar, mechanics, usage, and vocabulary. This course is reading-intensive and writing-intensive.

English II

Grade Level: 10

Length: 1 year

This college-preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. This course is designed to challenge academically advanced, highly motivated students who are capable of comprehending and analyzing literary texts. Students will read 10-11 major works of world literature as well as poetry and shorter works of fiction and nonfiction. Frequent writing assignments will develop students' critical thinking skills and creative expression. The course will provide a study of grammar, mechanics, usage, and vocabulary. *Sophomores take the Tenth-Grade Writing Test.*

Honors English II

Grade Level: 10

Length: 1 year

This course is designed for highly academically advanced, highly motivated students who are capable of reading complex literature independently and analyzing it in terms of themes, character motivation, and cultural and philosophical contexts. Students will read 12-14 major works of world literature. Frequent writing assignments will promote close textual analysis, as well as developing students' critical thinking skills and creative expression. The course will provide a study of grammar, mechanics, usage, and vocabulary. This course is reading-intensive and writing-intensive. *Sophomores take the Tenth-Grade Writing Test.*

English III

Grade Level: 11

Length: 1 year

This course is designed to challenge academically advanced, highly motivated students who are capable of comprehending and analyzing literary texts. Students will read 11-12 major works of American literature as well as poetry and shorter works of fiction and nonfiction. Frequent writing assignments will develop students' critical thinking skills and creative expression. The course will provide a study of grammar, mechanics, usage, and vocabulary.

Advanced Placement English III (AP)

Grade Level: 11

Length: 1 year

AP English Language and Composition is designed for highly academically advanced, highly motivated students who are capable of reading complex literary selections independently and analyzing them in terms of themes, character motivation, and cultural and philosophical contexts. Students will read 13-15 major works of American and British literature as well as poetry and short works. In addition to the rigorous reading load in fiction, drama, and poetry, students will read approximately 20 nonfiction essays from a rhetorical reader. Writing assignments will include close textual analysis of fiction and drama and timed writings that analyze persuasive writing and create rhetorically sound arguments. Students will study advanced composition skills, including lessons in grammar, mechanics, usage, and vocabulary. This course is extremely reading-intensive and writing-intensive and will demand approximately an hour of homework per night. Students who take this course are expected to take the AP exam in English Language and Composition.

English IV

Grade Level: 12

Length: 1 year

This course is designed to challenge academically advanced, highly motivated students who are capable of comprehending and analyzing literary texts. Students will read 11-12 major works of British literature as well as poetry and shorter works of fiction and nonfiction. Frequent writing assignments will develop students' critical thinking skills and creative expression. The course will provide a study of grammar, mechanics, usage, and vocabulary.

Advanced Placement English IV (AP)

Grade Level: 12

Length: 1 year

AP English Literature and Composition is designed for highly academically advanced, highly motivated students who are capable of reading complex literary selections independently and analyzing them in terms of themes, character motivation, and cultural and philosophical contexts. Students will read 13-15 major works of British literature as well as poetry and short works. There is a rigorous reading load in fiction, drama, and poetry. Writing assignments will include close textual analyses of fiction, poetry, and drama. Timed writings analyze prose and poetic passages and treat literary concepts from the student's repertoire. Students will study advanced composition skills, including lessons in grammar, mechanics, usage, and vocabulary. This course is extremely reading-intensive and writing-intensive and will demand approximately an hour of homework per night. Students who take this course are expected to take the AP Examination in English Literature and Composition.

FOREIGN LANGUAGE

Level I & II

Grade Level: 9-11

Length: 2 years

These courses are designed for the student who wishes to take a language for the first time, as well as one who has explored the language in middle school. All four of the basic skills—listening, speaking, reading, and writing—will be emphasized. The curriculum is enhanced through the use of multimedia educational materials, and study of the culture of the people.

Level III & IV

Grade Level: 10-12

Length: 2 years

Levels III and IV are for students who have successfully completed Levels II or III. Students are combined in one class that has a two-year curriculum. Emphasis is on increasing oral/aural skills through reading, writing, and conversation. The basic principles of grammar are reviewed over the two-year period. The student's knowledge of the history and culture of the lands where that language is spoken is broadened through readings and audiovisual materials.

Advanced Placement Foreign Language and Composition (AP)

Grade Level: 12

Length: 1 year

Prerequisite: Recommendation of instructor

These courses will cover all areas of communication in an intensive and extensive study of advanced grammar and will demand increased oral, aural, and written proficiency as the student prepares for the AP exam for the selected foreign language. Authentic literary texts are included in the curriculum. These courses may be recommended after Level IV, or in certain cases, after Level III. AP Spanish, AP French and AP Chinese are planned to be offered.

The following Foreign Language courses are being considered: Spanish, French, German, Chinese, Japanese, Korean, Latin, Arabic and American Sign Language.

FINE ARTS

Visual Arts I

Grade Level: 9-12

Length: 1 year

In this introductory course for the high school art program students explore a wide variety of art media including drawing, painting, sculpture, printmaking, and mixed media. Students examine art and aesthetics from a multicultural perspective and learn how to critique their own art. Students will learn about artists and their influences on each other and on the culture.

Visual Arts II

Grade Level: 10-12

Length: 1 year

Prerequisite: Visual Arts I

In this course students extend their visual literacy, engage in communications through art and refine their art skills. Students explore more advanced techniques and begin to investigate historical artistic movements. Students without the necessary prerequisite may enroll with the instructor's permission.

Visual Arts III

Grade Level: 11-12

Length: 1 year

Prerequisite: Visual Arts II

Students will engage in advanced study of art processes, aesthetic issues, and art criticism. They will express concepts and communicate ideas using advanced approaches in various media. Each student will work to develop an individual style and become familiar with art schools and art careers. Students will read and discuss a wide variety of current art topics.

Visual Arts IV

Grade Level: 11-12

Length: 1 year

Prerequisite: Visual Arts III

Students will engage in advanced study of art processes, aesthetic issues, art criticism, and art history while maintaining the attitude and self-discipline of a working artist. Students will exhibit technical proficiency and personal style while working in art media. They will learn how to exhibit their own art, as well as the works of others. A culminating portfolio showing evidence of quality, concentration, and breadth of work produced throughout their high school program will be required.

Advanced Placement Studio Art (AP)

Grade Level: 11-12

Length: 1 year

Prerequisite: Visual Arts IV or teacher recommendation

AP Studio Art is designed for students who have demonstrated outstanding capabilities in expressing themselves with art media, have a high degree of commitment to communicating through art, and maintain the attitudes and self-discipline of working artists. Students can choose between submitting a portfolio of drawing media, two dimensional media, or three-dimensional media. Each student will submit a portfolio in the spring. College credit and/or placement may be awarded if a qualifying AP score is achieved for the student's Studio Art portfolio.

Theatre Arts I: Introductory Acting

Grade Level: 9-12

Length: 1 year

This course is designed to provide the student with a basic understanding of the art and craft of theatre. It introduces elementary concepts, methods, theatrical terminology, and discipline, and explores the creative process. Students will develop and refine basic skills in all areas of theatre. A primary goal of this course is to connect this information and these skills with the student's own experiences, interests, values and career objectives.

Theatre Arts II

Grade Level: 10-12

Length: 1 year

Prerequisite: Theatre Arts I

This course continues the study of the art and craft of theatre at an advanced level. Students will participate in an in-depth exploration of theatre history and related styles of acting and design with an emphasis on analysis, research and technical skills. Students will demonstrate knowledge, sensitivity, flexibility, and intuition in functioning as a member of an ensemble.

Band I

Grade Level: 9-12

Length: 1 year

Prerequisite: Permission of instructor

This course is designed for students interested in strengthening their skills in instrumental music and their knowledge of music theory, history, practicing methods, performance in small ensembles and enhancing technique (scales, arpeggios and sight reading). The course is designed to work in conjunction with the student's private lessons. Students would be able to audition for Intermediate Band from this course.

Intermediate Band

Grade Level: 10-12

Length: 1 year

Prerequisite: Previous band experience

In this course, band literature and instrumental music skills are studied in both classical and contemporary fields. The method of study is of a more global nature, integrating instrumental literature with music theory, music history and appreciation, and the development of listening skills. Students must have acquired a proficiency in fingering and technical knowledge of their instrument. Students will be required to perform outside the regular class period.

PHYSICAL EDUCATION

Physical Education

This course is designed to provide students with an opportunity to have physical activity, learn some lifetime sports skills, and to develop individual fitness. A variety of activities such as volleyball, lightening ball, tennis, badminton, basketball, football and soccer may be offered depending on availability of facilities.

All students in grade nine, whether or not they are enrolled in a physical education class or participate in a block schedule, will take The State Board of Education (SBE) designated *FITNESSGRAM*[®] as the Physical Fitness Test (PFT) for students in California public schools. TPSH shall administer the PFT annually during the months of February through May.

- The school will provide the physical fitness test results to the California Department of Education (CDE).
- TPHS will provide students with their individual results after completing the PFT either orally or in writing.
- TPHS will report the summary results of the PFT in their annual School Accountability Report Card (SARC).

Health

Grade Level: 10-11

Length: 1 semester

The California State Frameworks for Health Education state specific focal points for high school. High School Health Frameworks focus on the acceptance of personal responsibility for lifelong health.

Prevention is a mainstay of the curriculum. Topics covered include, but are not limited to: Nutrition, disease prevention, the human body, potentially dangerous situations and strategies, and alcohol, tobacco, and drug education.

APPENDIX E – UNIVERSITY OF CALIFORNIA COURSE APPROVAL TIMELINE

<p>The following timeline and process matrix has been designed to assist your course development and submission process. This timeline/process is recommended, not required. It often takes up to a year to develop a new course fully and to receive UC approval.</p>	Timeline	UC Activity	Timeline
School / District Activity			
Research course materials, topics, & resources	June - July		
Write course description for new course	August		
Feedback from school staff & district personnel	September		
If desired, submit draft description to Cadre of Experts member for informal feedback (http://www.ucop.edu/agGuide/ag/support.php)	September		
Revise course description based on feedback from school, district, and Cadre member(s)	November		
Finalize course description for local school board approval	November		
Submit course to school board for approval & apply for WASC accreditation	December		
Receive 1 school board approval	January		
Ensure new course will be included in school/district "Course Catalog" for student scheduling	January		
Revise course description for UC submission	January		
Investigate proper procedure for new course submissions (to UC) from your school/district	January		
Submit UC course list updates, along with new course descriptions, to UC	February		
Receive updated list with UC approvals/denials	May	Post updated course list on doorways, web site & send communication to school	May
If new course not approved, revise based on UC feedback	June - July		
Re-submit revised course description to UC for approval	August		
		Reply to school	September
New course offered to students	September		

APPENDIX F – COMMUNITY OUTREACH PLAN

Intended Outreach Plan 2011 - 2012

Condition of Approval: Section B Admissions

“The means by which a school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within territorial jurisdiction of the school district to which the charter petition is submitted.”

- California Education Code Section 47605(b) (5)(G)

I. Good faith outreach efforts to socio-economically disadvantaged students:

Tassajara Preparatory High School (“TPHS”) will implement a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing in the territorial jurisdiction of Dublin Unified School District (“DUSD”).

- An enrollment process that is scheduled to include a timeline that allows for a broad-based application process.
- The development and distribution of promotional and informational material that reaches out to the various racial and ethnic groups represented in the territorial jurisdiction of DUSD.
- Create a Minority Outreach Committee that will evaluate, advise, and assist in the recruitment of an ethnically diverse student population.
- Outreach activities include, but are not limited to:
 - Press releases and other communications with local print and news media;
 - Posting of all notices and banners in libraries and other public buildings and spaces, as well as local businesses and religious institutions.

As part of outreach:

- Multi-lingual flyers regarding upcoming TPHS meetings;
- General information sheets and other key documents, including school mission and vision in many languages;
- Translators at all general charter school meetings;
- Hotline voicemail number printed on all flyers/posters with extended language options.

Enrollment Goal: In year one (1) of operation, TPHS expects to attract a student enrollment equivalent of 50% of DUSD's percentage of Free and Reduced lunch students. TPHS intends to meet and exceed the District's ethnic diversity and low socio-economic enrollment by the third year of operation.

	District		County	TPHS Goal to Meet & Exceed
	Enrollment	Percent of Total	Percent of Total	
American Indian	34	0.60%	0.40%	0.60%
Asian	1,388	24.20%	20.70%	24.20%
Pacific Islander	48	0.80%	1.50%	0.80%
Filipino	406	7.10%	5.20%	7.10%
Hispanic	815	14.20%	28.60%	14.20%
African American	431	7.50%	15.20%	7.50%
White	2,508	43.70%	23.50%	n/a
Multiple/No Response	109	1.90%	4.80%	n/a
EL	519	9.00%	22.20%	9%
Free & Reduced Lunch	587	10.20%	38.80%	10.20%
Total	5,739	100%	100%	n/a

Source: <http://www.ed-data.k12.ca.us>

II. Face to Face outreach efforts and Promotional Materials that encourage enrollment by socio-economically disadvantaged students.

One on One Contact:

The following informational/enrollment opportunities are anticipated to further reach the socio-economically disadvantaged families:

Informational / Enrollment Tables

- Public Libraries
- Shopping Centers

Meetings

All town hall meetings will have translators.

Phone Call Contact

Native speaking volunteers will call all newly interested parents whose information was collected during informational tables and meetings. A language hotline voice mailbox will be set up to answer any questions as well as note concerns.

School Contact

With permission from DUSD, a general outreach program for the open application period will include visiting district schools and passing out informational and meeting flyers.

Word of Mouth Distribution

Flyers will be distributed through friends and co-workers within the minority sector.

Business Contact

TPHS will meet with business owners with the goal of educating them about our school. We will request permission to leave informational flyers and posters, as well as keep business owners and customers updated throughout the open enrollment period.

APPENDIX G – ENRICHMENT PLAN

Tassajara Preparatory High School (“TPHS”) intends to offer a wide variety of enrichment and extra-curricular activity options.

Our students will have ample opportunities to expand their learning beyond the classroom and into the community. On campus they will be involved in planning and organizing events as club members in our student government. Off campus they will be involved in service learning projects in the community. As a graduation requirement, students will log hours and provide tangible evidence of service in projects that improve the Tri-Valley community throughout their years at TPHS.

We will also offer Model United Nations, Drama, Sports Teams, Leadership, the Student Ambassador Program, and other programs where a sufficient number of students express an interest. These programs will be funded through the School’s Educational Foundation and the TPHS Parent-Student-Teacher Group as has been the successful model at Livermore Valley Charter Preparatory HS.

The offerings will include, but not be limited to:

Sports

We intend to compete in the North Coast Section (<http://cifnscs.org/>) in the following sports: soccer, lacrosse, basketball, cross country, track & field, badminton, tennis, golf, volleyball, softball, baseball, swimming, and diving.

Associated Student Body

Student government will be a vital component of life at TPHS. The **Associated Student Body (ASB)** will elect eight officers each spring to represent the student body.

The **Executive Council** is one branch of the student government, which includes each class and ASB president, vice-president, and secretary/treasurer. It also includes the public relations commissioners, the spirit commissioners and the senate leader. Together, the council is responsible for all ASB events, and for enforcing all legislation governing the executive council. The Moderators will be made up of Administrators, Teachers, and/or Counselors.

TPHS will also have a Student Senate. The **Senate** consists of the senate leader, the senate secretary/treasurer, and three senators from each of the three classes. The senators assist their respective classes and are responsible for planning and implementing all senate-sponsored events. Elections for class officer and senate positions are conducted in the spring, shortly after the ASB elections.

Club and Academic Competitions

We also intend to offer a wide selection of extra-curricular opportunities including student clubs and academic competitions.

APPENDIX H – DRAFT HEALTH & SAFETY POLICIES

This appendix contains a set of health and safety policies of the Tri Valley Learning Corporation (“TVLC”) Board. The policies attached are as follows:

- Policy 1: Criminal Background Checks
- Policy 2: Reporting Suspected Child Abuse / Neglect
- Policy 3: No Smoking
- Policy 4: Tuberculosis (TB) Testing
- Policy 5: Safe Facilities
- Policy 6: Emergency Plans
- Policy 7: Communicable Disease Control
- Policy 8: Medical Emergencies
- Policy 9: Bloodborne Pathogens Exposure Control Plan
- Policy 10: Visitors on Campus
- Policy 11: Medication Administration
- Policy 12: Student Health Examinations and Immunizations

CRIMINAL BACKGROUND CHECKS

A commitment to the safety and well-being of our children is a core value of Tri-Valley Learning Corporation (“TVLC”). No condition or activity will be permitted that might compromise that safety, and the well-being of students takes precedence over all other considerations. While we place great value on the contributions of staff, educators, and volunteers, there are conditions that are incompatible with unescorted access to children. Conditions deemed by the Board to preclude working at TVLC include conviction on charges of serious or violent misdemeanors or felonies, particularly those committed against minors or involving abuse or molestation. TVLC has therefore adopted a strict policy of prohibiting any individual with such a history from contact with TVLC students on school grounds or during field trips or other sanctioned school activities. The Board will adopt a specific list of offenses and offense categories deemed incompatible with work for or at school. To ensure the safety of the students, all individuals working or volunteering at TVLC will be required to submit to a background criminal investigation as follows:

I. Employees

All employees of TVLC are required to, (1) disclose any arrest and/or conviction, and (2) undergo fingerprint criminal background checks through the California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) before employment to ensure that they have no arrest or conviction for any serious or violent misdemeanor or felony. Employment is contingent upon clearance by the school principal. All employees will be subject to DOJ subsequent arrest notification during the term of their employment with TVLC. If TVLC receives subsequent notification of an arrest for any serious or violent misdemeanor or felony, the school principal will have discretion as to whether or not to suspend employment until the arrest is adjudicated. All records will be maintained in a strictly confidential manner in compliance with DOJ reporting requirements.

II. Volunteers

All volunteers of TVLC who will be working with or supervising students in any capacity are first required to (1) disclose any arrest and/or conviction, and (2) undergo fingerprint criminal background checks through the California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) before volunteering to ensure that they have no arrest or conviction for any serious or violent misdemeanor or felony. Volunteer work is contingent upon a successful background check and receiving clearance from a review team designated by the school principal. Volunteer work at TVLC may not begin until the individual has obtained clearance from the review team. Persons receiving clearance from the review team will be termed “Registered Volunteers.” Registered Volunteers will be subject to DOJ subsequent arrest notification during the term of their volunteerism with TVLC. If TVLC receives subsequent notification of a Registered Volunteer’s arrest for any serious or violent misdemeanor or felony, the school principal will have discretion as to whether or not to suspend volunteerism until the arrest is adjudicated. All records will be maintained in a strictly confidential manner in compliance with DOJ reporting requirements.

Volunteers who will have no contact with students and will be performing their volunteer work off campus are not required to undergo fingerprint criminal background checks.

REPORTING SUSPECTED CHILD ABUSE/NEGLECT

The Tri Valley Learning Corporation (“TVLC”) Board recognizes the importance of protecting the total well-being and safety of each student. The Board affirms its position by supporting the regulations of the California Penal Code and the California Education Code which define the requirement of TVLC employees to be trained annually in child abuse identification and reporting.

A. Duty To Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six (36) hours of the telephone report. The reporting duties are individual and cannot be delegated to another individual. (Penal Code 11166)

B. Definitions

1. “Child Abuse,” as defined by law, pursuant to Penal Code 11165, and for purposes of this procedure includes the following:
 - a. Physical abuse resulting in a non-accidental physical injury;
 - b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child;
 - c. Sexual abuse including both sexual assault and sexual exploitation;
 - d. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment;
 - e. Severe corporal punishment.
2. “Mandated Reporters” are those people required by law to report suspected instances of child abuse. The following TVLC employees and contractors are identified as mandated reporters and shall be trained annually in identifying and reporting child abuse:

Teachers, counselors, instructional aides, food service staff, lunchroom supervisors, playground supervisors, clerical staff, custodians, nurses, health technicians, child welfare and attendance workers, psychologists, DUSD employees, child care providers, designated instruction and services staff, principals, and others as determined by Tassajara Preparatory High School (“TPHS”) administration.

Ensuring that all contract workers have been trained on their duty to report any suspected or known instances of child abuse will be a contractual requirement of the entity providing the services to TVLC and/or TPHS.

3. “Child Protective Agencies” are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff’s department, county welfare, or juvenile probation department and child protective services. (Penal Code 11165)
4. “Reasonable Suspicion” means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11165)

C. What Must Be Reported

Knowledge or reasonable suspicion of the following MUST be reported to a child protection agency, no matter where they occur.

1. Child Neglect

“Child neglect” is the negligent treatment or maltreatment of a child by a person responsible for the child’s welfare under circumstances indicating harm or threatened harm to the child’s health or welfare. The term includes both acts and omissions on the part of the responsible person.

“Severe neglect” means the negligent failure of a person having the care or custody of a child to protect the child from severe malnutrition or medically diagnosed non-organic failure to thrive. Also those situations where any person having the care or custody of a child willfully causes or permits the person or health of the child to be placed in a situation such that his/her person or health is endangered, including the intentional failure to provide adequate food, clothing, shelter, or medical care.

“General neglect” means the negligent failure of a person having the care or custody of a child to provide adequate food, clothing, shelter, medical care, or supervision where no physical injury to the child has occurred.

2. Child Abuse

Child abuse is a broad term which includes the following:

- a. Physical injury which is inflicted by other than accidental means on a child by another person;
- b. Sexual abuse;
- c. Willful cruelty or unjustifiable punishment of a child;
- d. Unlawful corporal punishment or injury;
- e. Neglect of a child in out-of-home care.

There are three types of non-accidental injuries that do not need to be reported:

- a. Physical injuries incurred during “mutual affrays between minors;”
- b. Those caused by reasonable and necessary use of force by a public school employee to stop a disturbance threatening injury or property damage, for self-defense, or to obtain dangerous objects in a student’s possession;
- c. Those caused by reasonable and necessary force by peace officers acting in the scope of their employment;

“Unlawful corporal punishment or injury” (Physical Abuse) is the willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic physical condition. Corporal punishment, or physical discipline, is not in and of itself child abuse, and non-injurious spanking to the buttocks is not prohibited by law; however, when parents or caretakers use corporal punishment with sufficient force to cause internal or external injuries, this is child abuse.

“Willful cruelty or unjustifiable punishment of a child” is when any person willfully causes or permits any child to suffer or inflicts unjustifiable physical pain or mental suffering, or if the person having the care or custody willfully causes or permits the child or their health to be placed in an endangering situation.

Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child or that his or her emotional well-being is endangered in any other way MAY report this; however these reports are NOT mandated.

3. Sexual Abuse

Sexual Abuse includes sexual assault or sexual exploitation.

Conduct described as “sexual assault” can include, but is not limited to, the following:

- a. Any penetration, however slight, of the vagina or anal opening of one person by the penis of another person, whether or not there is the emission of semen;
- b. Any sexual contact between the genitals or anal opening of one person and the mouth, lips or tongue of another person;
- c. Any intrusion by one person into the genitals or anal opening of another person, including the use of any object for this purpose, except when performed for a valid medical purpose;
- d. The intentional touching of the genitals or intimate parts (including the breasts, genital area, groin, inner thighs, and buttocks) or the clothing covering them, of a child, for purposes of sexual arousal or gratification, except acts which may reasonably be construed to be normal caretaker responsibilities;
- e. The intentional masturbation of the perpetrator’s genitals in the presence of a child.

NOTE: As of January 1, 1998, AB 327 amended the California Child Abuse and Neglect Reporting Act to add the following to the class of sexual assault crimes that require mandatory reporting:

- a. Unlawful sexual intercourse (statutory rape) with a child under the age of 16 years when the perpetrator is over the age of 21 years;
- b. Lewd and lascivious acts with children ages 14 or 15 by a perpetrator who is more than 10 years older than the victim.

“Sexual exploitation” can include, but is not limited to, prostitution of a child and depicting a minor engaged in obscene acts for purposes of preparing a film, photograph, negative, slide, drawing, painting, or other pictorial depiction.

D. Reporting Procedures

1. School employees who have knowledge or observe a child whom he or she reasonably suspects has been the victim of child abuse, shall report the incident by telephone to:

**Alameda County Child Protective Services Emergency Response Unit
(510) 259-1800** (24-Hour Hotline)

If the suspected incident occurred in the child’s home or home of the child’s relative.

OR

**Dublin Police Department
(925) 462-1212** (Patrol Officer Response / Dispatch)

If the suspected incident occurred on the child’s way to school, at school, or on the child’s way home from school.

If the child's safety is in danger, report the incident directly to the law enforcement agency where the incident took place. The child shall be kept at school until Child Protective Services or the law enforcement agency has been called and a follow-up plan has been determined.

The telephone report must be made immediately or as soon as practically possible upon suspicion. The verbal report will include:

- a. The name of the person making the report;
- b. The name of the child;
- c. The present location of the child;
- d. The nature and extent of any injury;
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse;
- f. Write in the name of the official contacted in section B of Form SS 8572.

2. Within thirty-six (36) hours of making the telephone report, the school employee shall complete and mail the Suspected Child Abuse Report Form SS 8572 to the local child protective agency. Child abuse report forms are available to download from the school's website and also in the school office. Completed forms should be mailed to:

Alameda County Children and Family Services
Attn: (Name of official contacted in section B of Form SS 8572)
24100 Amador Street
Hayward, CA 94544

For additional information contact:

Director -Alameda County Child Abuse Prevention Council
Phone: (510) 780-8989
Fax: (510) 780-8710
QIC Code: 50305

3. School employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the school principal or designee as soon as possible after the initial verbal report by telephone.

If the principal is so notified he/she shall provide the school employee with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to State law and TVLC policy. If requested by the school employee, the principal may assist in the completion and filing of these forms. (Penal Code 11166, 11167)

E. Legal Responsibility and Liability

1. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse. (Penal Code 11172)
2. The school employee who fails to report an instance of child abuse which he/she knows to exist or reasonably should know to exist is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars (\$1,000) or both. The school employee may also be held civilly liable for damages for any injury to the child after failure to report. (Penal Code 11172)

3. When two (2) or more persons are required to report jointly, have knowledge of a suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report. (Penal Code 11166)
4. The duty to report child abuse is an individual duty and no supervisor or principal shall impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. (Penal Code 11166.1)

F. Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, TPHS shall provide the peace officer with the address and telephone number of the child's parent or guardian. It is the responsibility of the peace officer to promptly notify the parent or guardian of the situation. Though the principal is not required to do so, the principal may use his/her discretion in notifying the parent or guardian of the removal of their child from school. Peace officers will be asked to sign an assumption of responsibility form. (E.C. 48906)

Legal References: California Penal Code, Section 11161-11174, E.C. 48906

NO SMOKING

Tri-Valley Learning Corporation (“TVLC”), recognizing health and safety hazards associated with smoking and in accordance with federal and state law, prohibits smoking or other tobacco use in all school buildings, on school property (including vehicles located on school premises) or at any school-sponsored event. Placards clearly announcing this policy will be prominently posted in all Tassajara Preparatory High School (“TPHS”) facilities.

TUBERCULOSIS (TB) TESTING

Students who have never attended a California school must present written evidence of testing for tuberculosis (TB) that shows them to be free of active TB prior to entering school. All kindergarten students must have TB testing completed within one year prior to the first day of school.

School personnel to be tested include employees and independent contractors who provide direct services to students on behalf of the Tri-Valley Learning Corporation ("TVLC"), including but not limited to teachers, nurses, principals, physicians, dentists, dental hygienists, custodians, janitors, cooks, cafeteria workers, bus drivers, librarians, psychologists, audiologists, counselors, substitute teachers, student teachers, and Registered Volunteers who provide direct services to students on behalf of the school.

"Registered Volunteers" are volunteers of Tassajara Preparatory High School ("TPHS") who have successfully completed a fingerprint criminal background check and have been cleared by school administration to work with students in a volunteer capacity.

All employees of TVLC and Registered Volunteers of TPHS must submit written proof from a physician of an examination for tuberculosis (TB) within the last two years showing that they are free of active TB. The examination for tuberculosis consists of an approved intradermal 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 and Registered Volunteers will be required to undergo TB examination at least once every two years. 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.

TB examination is a condition of initial employment with TVLC and the cost of the exam will be borne by the applicant. TVLC will provide for the subsequent TB testing for its employees.

TB examination is a condition of becoming a Registered Volunteer with TVLC. The cost of the exam will be borne by the volunteer applicant. In the event of financial hardship, TPHS administration may provide for TB testing free of cost for the volunteer applicant.

Any entity providing student services to TVLC and/or TPHS 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 TPHS students.

References:

- California Education Code 44839
- California Education Code 49406
- California Health and Safety Code 1596.794

SAFE FACILITIES

Tassajara Preparatory High School (“TPHS”) will be housed in a facility that has received State Fire Marshall approval and has been evaluated by a qualified structural engineer, who has determined that the facilities present no substantial seismic hazard. TPHS will not take possession of any facility that does not have all appropriate inspections and a valid Certificate of Occupancy. The Safe Facilities procedures will include provisions for periodic inspection and testing of the structure(s) and associated life safety systems.

Surveys and management plans will be maintained and updated for all hazardous building materials (e.g., lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (e.g., pesticides, herbicides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled after school programs developed by the Environmental Protection Agency will be implemented and maintained.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. The inspections will include, but are not limited to, safe access/egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, and ensuring that there is no disturbance of hazardous building materials.

EMERGENCY PLANS

Disaster Plan

Tassajara Preparatory High School (“TPHS”) shall (1) develop and adopt a plan to ensure the school’s preparation to meet disasters, a plan based on the Standardized Emergency Management System (SEMS) which conforms with the emergency and disaster plans of the local civil defense agency; and (2) provide for all members of the certificated and classified staff of the school and all pupils enrolled in the school the instruction they need to be fully informed regarding all phases of the plan and the responsibilities they are to assume should either a man-made or natural disaster occur in the school or in the area in which the school is located.

SEMS (State Emergency Management System) is a system developed to help all state, government, hospitals, school districts, fire departments, police departments and businesses to organize their personnel in such a way that is common among all and to streamline the response system.

Incident Command Job Action Sheets Defined

Positions:

Incident Commander (IC) – Organizes and directs the operations of the Incident Command Center. Gives overall direction for school operations and, if needed, authorizes evacuation. Works cooperatively with external agencies.

Command Center Recorder – Records incident-related activities/problems and any other documentation necessary as directed by the Incident Commander. Records and maintains documentation on disaster status board.

Public Information Officer (PIO) – Provides information to the news media.

Operations Section Leader – Organizes and directs aspects relating to the operations section. Carries out directives of the IC. Coordinates and directs teams to carry out tasks required to secure a safe environment.

Search & Rescue – Leads and directs search and rescue operations in a safe manner so as to prevent further injury or loss. Reports and coordinates efforts with fire department.

Safety & Security Officer – Monitors and has authority over safety of search and rescue operations and hazardous conditions. Organizes and enforces scene/facility protection and traffic control. Erects barriers as needed to provide a safe and secure site for various operations.

Student Tracking/Discharge Leader – Works with Student Tracking Officer to coordinate: time of removal, name and signature of person making removal, source of identification from persons making removal, cross checks of this information with the emergency release forms. It should also have notation as to where the student will be going (i.e., home, relatives, work, neighbor, telephone number where they can be contacted).

First Aid/Triage – Sets up first aid station. Sorts casualties according to priority of injuries and assures their disposition to the proper treatment area.

Damage Assessment & Control Officer – Provides sufficient information regarding the operational status of the facility for the purpose of decision/policy making, including those regarding full or partial evacuation. Identifies safe areas where students and staff can be moved if needed. Manages fire suppression, search & rescue and damage mitigation activities.

Logistics Section Leader – Organizes and directs those operations associated with maintenance of the physical environment and adequate levels of food, shelter, and supplies to support the school objectives.

Communications Leader – Organizes and coordinates internal and external communications; acts as custodian for all incoming communications. Logs/documents and distributes communications to IC. Works with Ham operators, walkie-talkies, and organizes the placement of ground-air communication signals.

Manpower Pool Leader – Collects and inventories available staff and volunteers at a central point. Receives requests and assigns available staff as needed. Maintains adequate numbers of staff to assist as needs arise. Assists in the maintenance of staff morale. Sees that staff gets breaks or relief as needed.

Resource Manager – Works with Manpower Pool Leader to organize, assess, and assign to areas of need all community volunteers according to their skills and training. Organizes and distributes donations from the community.

Supplies & Distribution Leader – Organizes and dispenses food and water stores for consumption. Rations supplies as needed, depending on duration of incident.

Sanitation & Shelter – Evaluates and monitors the potency of existing sewage and sanitation systems. Enacts pre-established alternate methods of waste disposal if necessary. Sets up shelter as needed.

Transportation Unit Leader – Organizes and coordinates the transportation of human & material resources to and from the school. Secures school personnel to travel with students that need to be transported to a medical facility. Secures routes for entrance and exit of emergency vehicles.

Psychological Support Unit Leader – Provides psychological, spiritual, and emotional support to school staff, students, and families. Initiates and organizes the Critical Stress Debriefing process.

Planning Section Chief - Organizes and directs all aspects of Planning Section operations. Ensures the distribution of critical information/data. Compiles scenario/resource projections from all section chiefs and effects long-range planning. Documents and distributes facility action plan.

School Site Evacuation – Plans and organizes the evacuation of students from school site to sister school. Prepares site for accepting students from sister school.

Finance Leader – Monitors the utilization of financial assets. Maintains documentation of personnel time records. Supervises the documentation of expenditures relevant to the emergency incident.

COMMUNICABLE DISEASE CONTROL

The Tri Valley Learning Corporation (“TVLC”) Board recognizes its responsibility to protect the health of its students and employees as well as to uphold their individual rights. The TVLC Board is also aware of the public’s concern regarding the admittance of students with communicable diseases. A communicable disease is one that is sufficiently contagious so as to expose students to an unacceptably high level of risk to their health and well being.

TVLC is committed to a positive approach in dealing with communicable diseases. Our purpose is to:

- Provide a supportive environment for and prevent unfair treatment of persons affected by a communicable disease;
- Ensure that adequate measures are taken to reduce the chance of disease transmission in the school setting;
- Set out a commitment to disease prevention through appropriate health education in the school.

Confidentiality

It is recognized that people with long term chronic communicable diseases are often healthy and are able to work and study. Staff and students at any stage of infection with most communicable diseases do not pose a health risk to others in the school setting. Confidentiality of communicable disease status of any member of the school community will be maintained at all times, within the terms of notifiable disease regulations.

The number of school personnel informed of the student’s condition will be limited by the Principal to those essential in ensuring the proper care of the child and in protecting against transmission of the disease.

Admission Requirements

Prior to the start of school, new students must submit a California immunization certificate and a Physician Examination Form completed by their doctor. Students are expected to be in compliance with the California immunization schedule. Tassajara Preparatory High School (“TPHS”) is required to exclude children from school who are out of compliance with the state immunization schedule.

Exposure Control

The parent(s)/guardian(s) of a student with a communicable disease or infestation should notify the school as soon as they have knowledge of their child’s condition. School guidelines for exclusion due to a communicable disease will follow recommendations from local, state, and federal agencies that address communicable disease standards. The determination regarding the conditions under which a child may or may not attend school will be made on a case-by-case basis by the principal, or designee, in concert with the child’s parent/guardian and the child’s physician. A parent/guardian may appeal the decision of the Principal to exclude their child from school to the TVLC Board by way of the uniform appeal policy.

The risk of transmitting bloodborne pathogens, including Hepatitis B and C, HIV or AIDS is extremely low in school settings when standard precautions to prevent disease transmission are followed. TVLC has developed an exposure control plan designed to protect employees and students from possible infection due to contact with bloodborne pathogens during first aid treatment and potential emergency response.

Education

TPHS will embrace an integrated school, parent, and community approach for enhancing the health and well-being of students. TPHS will actively solicit parent involvement and engage community resources and services to respond more effectively to the health-related needs of students.

A comprehensive health education curriculum will include such topics as personal health and prevention and control of diseases. Qualified, trained teachers shall provide health education.

MEDICAL EMERGENCIES

The Tri-Valley Learning Corporation (“TVLC”) Board of Directors recognizes the importance of taking appropriate preventative or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Tassajara Preparatory High School (“TPHS”) expects parents/guardians to provide emergency information for their children and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

First Aid and CPR

All classrooms will be equipped with a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All staff is to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to TPHS Registered Volunteers.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations. If any student needs resuscitation, staff shall make every effort to resuscitate him/her.

The Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN

It is the policy of Tri-Valley Learning Corporation (“TVLC”) to protect the health and well-being of its employees to the greatest extent possible. This is accomplished by eliminating all hazards in the working environment that may be removed and by ensuring that all employees are made fully aware of those that remain. In rare instances involving first aid situations, work at Tassajara Preparatory High School (“TPHS”) could conceivably involve contact with blood or other infectious materials. It is important that employees who may come into contact with blood or infectious materials be educated and alerted to the possible sources of infection and the individual hazards associated with them. Employees will be made aware of bloodborne diseases and their modes of transmission, trained in the School's exposure control plan (including engineering and work practice controls and required personal protective equipment), and provided with Hepatitis B vaccinations when needed. Training will also include appropriate response measures for emergencies involving blood, handling of incidents involving suspected exposures, and proper handling, labeling, and storage of potentially infectious wastes.

This written Exposure Control Plan for Bloodborne Pathogens will be available in the program manager's office for review by all employees, their designated agents, and representatives of regulatory agencies.

Plan Summary

The California Division of Occupational Safety and Health (Cal/OSHA) has instituted a standard to protect employees from occupational exposure to biological hazards. This standard (8 CCR 5193) is called “Occupational Exposure to Bloodborne Pathogens”.

The risk of infection by bloodborne pathogens is dependent on the likelihood of exposure to blood and other potentially infectious materials.

This Exposure Control Plan for Bloodborne Pathogens has been produced in accordance with 29 CFR 1910.1030 and 8 CCR 5193. Under this plan, TVLC will provide information to its employees concerning procedures to be employed whenever the potential exists for infection in the workplace.

An occupational exposure is defined as any reasonably anticipated skin, eye, mucous membrane, or parental contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. Employees at risk from occupational exposure to blood at TPHS include those who are first aid or CPR trained and named by the company as designated first-aid providers. (Employees who render such aid as “Good Samaritans” are not covered under this standard.) This program is also extended to cover maintenance employees with a reasonable likelihood of contact with raw sewage, considered by a conservative interpretation to be a potentially infectious material.

Bloodborne Pathogens Exposure Control Program Manager

(Insert Name) has been designated to be the program manager for TPHS's Exposure Control Plan for Bloodborne Pathogens, and is responsible for the administration and implementation of this plan.

The Bloodborne Pathogen Program (BPP) manager has the responsibility and authority for the overall Bloodborne Pathogens Program throughout the company. The BPP manager functions as the liaison with OSHA officials and company employees with questions or problems pertaining to the standard. (Insert

Name) is responsible for the training and record keeping associated with this program. The BBP program manager may select designated assistants to help implement the program.

Employee Responsibility

The effectiveness of any Exposure Control Plan is dependent on the receptiveness and commitment of each employee involved in the plan. Each employee of TPHS must therefore be alerted to the potential hazards present in the work environment and follow TPHS's Code of Safe and Healthy Work Practices at all times. Any time that a question arises concerning the transmission of bloodborne pathogens, the company's Exposure Control Plan should be consulted before proceeding. Any remaining questions should be directed to the BBP program manager.

Exposure Determination

"Occupational Exposure" is any reasonably anticipated potential for an employee's skin, eye, mucous membrane, etc. to come into contact with blood or other potentially infectious materials in performance of the employee's job duties. (Note that "Good Samaritan" acts such as assisting a co-worker with a nose bleed would not be considered occupational exposure.) The following personnel and job categories are designated first aid providers or are otherwise considered to be at risk of exposure during administration of first aid or CPR or in performance of routine job duties.

<List of personnel and job categories>

Schedules and Methods of Implementation

The BBP Standard requires that the employer establish and maintain schedules and methods of implementation for all provisions of this standard. They include:

I. Preventive Measures

- 1. Universal Precautions:** The keystone of this infection control program is that all human blood as well as certain other body fluids are to be handled as if known to be infected with Human Immunodeficiency Virus (HIV), Hepatitis-B Virus (HBV), or other bloodborne pathogens. Universal precautions include the following:
 - Employees with possible contact with potentially infectious materials must wear protective gloves when performing duties which could conceivably cause exposure.
 - Discarded gloves must be handled as infectious waste according to applicable regulations.
 - Hands should be washed thoroughly before and after wearing protective gloves.
 - Employees potentially exposed to aerosolized infectious material should wear protective masks and eye wear. Goggles are the recommended protective eye wear.
 - Eye wear must be disinfected after each use.
 - Employees potentially exposed to infectious material should wear protective clothing. Contaminated clothing shall be discarded immediately after use and exposed skin shall be washed as soon as reasonably possible.
 - Discarded, potentially infectious clothing must be labeled and stored in a secure area, and must be handled and laundered or incinerated according to Center for Disease Control guidelines utilizing universal precautions.
 - All surfaces potentially contaminated with infectious materials must be carefully disinfected immediately. Soap and water, bleach or hydrogen peroxide are all good disinfecting agents.

- All waste that is contaminated with blood or other body fluids shall be treated as contaminated or infectious waste and must be discarded in a manner that prevents contamination of personnel or equipment and in accordance with state and local ordinances.

2. **Hepatitis B Vaccination:** An effective vaccination against the Hepatitis B Virus has been developed and will be made available to all potentially exposed personnel as follows:

- Hepatitis B vaccination shall be made available to all occupationally exposed employees. In addition, post-exposure evaluation and periodic follow-up evaluations are to be made available to all covered employees who experience an exposure incident. While OSHA's intent is to have the covered employees receive the vaccination prior to the incident of exposure, it is the employee's option to receive the vaccination as a follow-up program.
- Hepatitis B vaccination shall be made available to all occupationally exposed employees immediately after the required training has been provided.
- Employees who can demonstrate that they are already immune to HBV need not accept vaccination.
- An employee's signing of the Hepatitis B vaccination Employee Declination Statement at the time the vaccination is made available does not relieve the employer from the requirement to provide the vaccine at a later date.
- The vaccination shall be made available to employees at no cost to the covered employees or their medical insurance.

II. Exposure Controls

The use of exposure controls will be mandatory in order to eliminate or minimize employee exposure whenever feasible. The BBP program manager shall annually (or more frequently if deemed necessary) evaluate the effectiveness of the current controls in use while the covered employees are administering first aid or CPR.

1. Engineering Controls

- TPHS will have washing facilities available at all work sites. These are to be utilized after all potential exposures.
- In areas where appropriate washing facilities are not immediately accessible, first aid stations shall be equipped with antiseptic hand cleaner and wipes.

2. Administrative Controls

- All covered employees shall be required to attend Bloodborne Pathogens and First Aid / CPR training prior to being named to any Emergency Response Team or as a first aid provider.
- All covered employees are required to wash all affected areas of their body after rendering first aid or CPR.
- Immediately following completion of disinfection procedures, the BBP program manager shall be notified and a determination made regarding the need for vaccination.
- Surfaces shall be disinfected if contamination with potentially infectious material occurs or is suspected.
- Broken glass, exposed needles, or other sharp objects shall not be picked up with bare, exposed hands. Brooms (or other adequate means) shall be used to avoid direct contact with potentially contaminated objects. All sharp objects will be stored in a puncture-resistant container.

3. Personal Protective Equipment:

TPHS will provide personal protective equipment (PPE) at no cost to the employee. If an employee believes he/she needs a specific article of personal protective equipment specific to individual duties,

the covered employee should contact the BBP program manager and request the necessary equipment at that time. Street clothes are not considered personal protective equipment. The BBP program manager will make sure that appropriate sizes of personal protective equipment are available to the employees.

- TPHS will have appropriate PPE to protect employees from potential bloodborne pathogens available in association with all first aid kits.
- TPHS requires the use of personal protective equipment during any first aid procedures provided to an injured victim. The sole exception to this is a situation in which an employee uses his/her best judgment to make the determination that any delay caused by obtaining such equipment could exacerbate a life-threatening condition.
- All personal protective equipment shall be maintained in good repair and replaced as necessary.
- Gloves shall be worn any time the potential for exposure to infectious material exists. Single use gloves shall not be reused.
- Eye protection devices such as goggles or face shields shall be worn for all procedures involving potentially infectious fluids.
- Gowns, aprons, and other protective clothing must be appropriate to the task and degree of potential exposure.
- TPHS shall ensure that all personal protective equipment is cleaned, laundered, and/or disposed of properly.

III. Housekeeping / Regulated Waste:

TPHS shall ensure that work sites are maintained in a clean and sanitary condition. TPHS requires proper decontamination and/or disinfection after all potential exposures.

1. All working surfaces and equipment shall be cleaned and decontaminated after contact with blood or other potentially infectious or hazardous materials.
2. Regulated waste must be properly contained, labeled, stored, and discarded to minimize the possibility of transmission of disease to workers.

IV. Informational Programs:

TPHS requires attachment of proper warning labels to containers of regulated waste or other potentially infectious materials. Biohazard labels must be used to identify all potentially infectious agents or blood. These labels consist of a fluorescent orange or orange-red symbol with the word "biohazard" in the same coloring below.

1. Signs must be used to identify restricted areas. TPHS job sites have biohazard labels for use in identification of all containers of potentially infectious material and areas used to store them. These warning signs contain the name and telephone number of the supervisor of that work area or other responsible persons. Labels are available through the Safety Committee.
2. TPHS has instituted a Hazard Communication Program which provides additional information pertaining to specific hazards inherent in the workplace to all potentially affected employees.
3. TPHS has instituted an Injury and Illness Prevention Program detailing a system of identification and correction of all workplace hazards, including those associated with bloodborne pathogens.
4. TPHS has instituted a Respiratory Protection Program detailing the qualification, training, and evaluation of employees who may be required to utilize respiratory protection on a job site.
5. TPHS has instituted a Medical Surveillance Program which provides for medical monitoring of individuals who are potentially exposed to any pathogenic or otherwise hazardous materials on a job site.

V. Training:

TPHS requires that all employees with potential occupational exposure participate in a training program which will be provided to our employees at no cost. TPHS will hold the training during working hours and notify those who shall attend approximately one week ahead of time. Records of this and all training will be maintained for every employee at TPHS. These records will identify the instructor(s) and will detail the date(s) of training, the material presented, and the names and job titles of all persons who attended the training sessions. The BBP Coordinator will keep the employee training records on file for a minimum of three years subsequent to the date of training.

VI. Record Keeping:

TPHS has established and maintains an accurate medical record for every employee with potential occupational exposure to pathogenic or otherwise hazardous materials (GISO 5193). These records will include, in detail, a copy of all results of examinations, medical testing, and all follow-up procedures. Also included are the individual's name, social security number and a copy of his or her Hepatitis B vaccination status. A copy of the health care professional's written opinion pertinent to each employee's fitness for duty is also included, as well as a copy of the employee's medical history. TPHS requires that all employee records are to be kept strictly confidential. The information within the records is never to be disclosed unless written consent has been granted by the employee (GISO 3204). TPHS will keep all medical records pertaining to a given employee for the duration of his or her employment plus an additional thirty years.

VISITORS ON CAMPUS

All visitors to the Tassajara Preparatory High School (“TPHS”) campus are required to sign in and sign out through the school office. This policy will be strictly enforced so that we are able to account for all individuals on campus at any given time. During sign-in, visitors must state their business on campus and their destination and will then be issued a badge by office staff. Identification badges must be visible at all times. At the conclusion of the visitor’s business on campus he/she is required to return to the school office to sign out and return his/her visitor badge.

Campus Visitor Policy

1. All campus visitors must first report to the school office.
2. Signage regarding the campus visitation policy will be posted at conspicuous locations throughout campus.
3. TPHS reserves the right to refuse campus visitation privileges to anyone at the discretion of the principal or designee.
4. Visitor sign-in/sign-out sheets are located in the school office.
5. The visitor is required to print the date, their name, a contact phone number, and their destination on campus on the visitor sign-in/sign-out sheet.
6. Office staff will issue a visitor badge and note the visitor’s time of arrival, the assigned badge number, and place his/her initials for issuance of the badge in the appropriate space on the sign-in sheet.
7. The visitor will be escorted to their designated area on campus by school staff or by a Registered Volunteer at the direction of school staff.
8. At the conclusion of the visitor’s business he/she will return to the office to sign out and return his/her visitor badge.
9. Office staff will collect the visitor badge and note the visitor’s time of departure and will initial in the appropriate space for return of the badge.
10. At the conclusion of each school day, office staff will check to make sure that all visitor badges have been returned. If a badge has not been returned, office staff will attempt to contact the visitor to arrange for badge return. If office staff is unable to contact the visitor, they will complete an incident report and the principal or designee will be notified.
11. Special arrangements will be made for visitor control during school functions that involve large groups of individuals visiting the campus for a scheduled event. Supervision of the group as a whole will be provided by staff and Registered Volunteers brought in for the occasion.

MEDICATION ADMINISTRATION

The Tri-Valley Learning Corporation (“TVLC”) Board of Directors recognizes that some students may need medication during the school day. Medication can allow a student with special health care needs to attend school and benefit from instruction.

The TVLC Board recognizes that whenever possible it is best for students to take medication at home rather than at school. In the event medication is required during the school day, staff designated by the Principal, or designee, may assist the student if the school receives written approval from the physician and the parent/guardian. Injectable medications shall only be administered by qualified designated personnel that have been trained by a physician.

On a case-by-case basis, after consulting with the child’s physician and parent/guardian, the Principal, or designee, may allow a student to carry self-administered medication. This is allowed only if the proper documentation is on file in the health office. Written approval for the child to carry and use any medication is required from the child’s physician. Self-carry forms must be signed by the parent/guardian, student, and physician and shall be renewed annually.

STUDENT HEALTH EXAMINATIONS AND IMMUNIZATIONS

Health Examinations

The Tri-Valley Learning Corporation (“TVLC”) Board of Directors believes that periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the school program are necessary.

In addition to verifying that students have complied with legal requirements for health examinations and immunizations before enrolling at Tassajara Preparatory High School (“TPHS”), the school shall administer tests for vision, hearing, and scoliosis as required by law.

The Principal shall ensure that staff employed to examine students exercise proper care of each student and that examination results are kept confidential. Records related to these examinations shall be available only in accordance with law.

Reports to the TVLC Board regarding the number of students found to have physical problems and the effort made to correct them shall in no way reveal the identity of the students.

Immunizations

To protect the health of all students and staff and to curtail the spread of infectious diseases, the TVLC Board desires to cooperate with state and local health agencies to encourage immunization of all students against preventable diseases.

Students entering TPHS shall present an immunization record which shows at least the month and year of each immunization the student has received, in accordance with law. Students shall be excluded from school or exempted from immunization requirements only as allowed by law.

Each student shall present his/her immunization record certifying that he/she has received all required immunizations currently due before he/she is admitted to TPHS.

APPENDIX I – DRAFT SUSPENSION AND EXPULSION POLICIES

(See also **VIII. Disciplinary Action, Suspensions, and Expulsions** in **Appendix O – Family-Student Handbook** and **VII.D – Pupil Suspension and Expulsion** in the Main Petition.)

SUSPENSION AND EXPULSION POLICY

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Administrative Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

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 use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Principal 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 Administrative Procedures are available on request at the Principal's office.

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (“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 regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School 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. As applicable, these procedures may include but are not limited to a behavior intervention plan, a functional behavioral assessment, and a manifestation determination to consider whether the behavior is a manifestation of the disability; and

whether the student was appropriately placed at the time the behavior occurred. No student with exceptional needs may be expelled or be suspended for more than 10 days consecutively or receive a series of suspensions which combined would be considered a change of placement, unless the behavior is not a manifestation of the disability and the student was properly placed at the time the behavior occurred.

Administrative Procedures For Pupil Suspension And Expulsion

A. Definitions (as used in this policy)

1. "Board" means governing body of the Charter School.
2. "Expulsion" means disenrollment from the Charter School.
3. "School day" means a day upon which the Charter School is in session or weekdays during the summer recess.
4. "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
 - a. Reassignment to another education program or class at the Charter School where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board for pupils of the same grade level.
 - b. Referral to a certificated employee designated by the Principal to advise pupils.
 - c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Principal or designee.
5. "Pupil" includes a pupil's parent or guardian or legal counsel or other representative.
6. "School" means the Charter School.

B. 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 the School or at any other school or a School sponsored event 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.

In preparing the lists of enumerated offenses listed in subparagraphs (C) and (D) below and the procedures specified in subparagraphs (E) and (G), TPHS has reviewed the lists of offenses and procedures that apply to students attending non-charter public schools. TPHS believes their proposed lists of enumerated offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).

C. Enumerated Offenses for Suspension

Students may be suspended for any of the following acts when it is determined that the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object 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 Principal/Administrator or designee's concurrence.

3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. 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.
12. Knowingly received stolen school property or private property.
13. 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.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. 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.
16. Made terrorist threats against school officials and/or school property.
17. Committed sexual harassment.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
19. 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.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.

Alternatives to suspension will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

D. Enumerated Offenses for Expulsion

Students may be expelled for any of the following acts when it is determined that the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object 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 Principal/Administrator or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. 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.
12. Knowingly received stolen school property or private property.
13. 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.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. 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.
16. Made terrorist threats against school officials and/or school property.
17. Committed sexual harassment.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
19. 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.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.

Alternatives to expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

E. Suspension Procedure

Suspensions shall be initiated according to the following procedures.

1. Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal 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 school 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.

This conference shall be held within two 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 school 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, a School employee 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. 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 school 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 Principal, 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. This determination will be made by the Principal upon either of the following determinations:

- the pupil's presence will be disruptive to the education process; or
- 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.

F. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

G. Expulsion Procedures

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 Principal or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Board President or the chair of the Administrative Panel. In the event a 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 unless the pupil makes a written request for a public hearing at least three (3) days prior to the 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 the School's disciplinary rules that 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 the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
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.

H. 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.

I. 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, and sworn declarations may be admitted

as testimony from witnesses of whom the Board, Panel or designee 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 a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

J. Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

1. Notice of the specific offense committed by the student.
2. Notice of any right to appeal the expulsion to the County Board of Education. If this Board will not hear such appeals, the Charter School may establish a new panel of retired or current school administrators or teachers who are not related to the Charter School to hear expulsion appeals but who will follow the expulsion appeal procedures outlined in Education Code Sections 48921-48924.
3. 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 the School.

The Principal or designee shall send written notice of the decision to expel to the Student's District of residence and the State Board of Education or designee.

This notice shall include the following:

- a. The student's name
- b. The specific expellable offense committed by the student.

K. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Chartering Agency's review upon request.

L. Expelled Pupils/Alternative Education

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.

M. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board 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 the School 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 following a meeting with the Principal and the pupil and 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 Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

APPENDIX J – STUDENT REMEDIATION PLAN

Tassajara Preparatory High School (“TPHS”) will screen the following data to identify low-achieving and at-risk students in accordance with the California state guidelines:

- Students scoring at basic level or below on the previous year’s adopted standardized test in any one subtest score in Math and/or Language Arts.
- Students who do not pass the CHSEE on the first attempt.
- Students who earn one or more C- or below per grading period.
- Students who are at least one year below grade level in the areas of reading, written language and math, identified by informal teacher assessment or prior progress reports.
- Students recommended for academic intervention.

For more information on the identification of low-achieving and at-risk students, see the **TPHS Charter Petition Section II.F – Academically Low-Achieving Students** and **Appendix N – Data and Assessment**.

At-Risk Pupil Outcomes

- TPHS will make every effort to raise the standardized test scores of our at-risk students each year. At risk students will have their standardized test scores individually monitored.
- All identified at-risk students will be referred for intervention services and receive individualized attention in the classroom on a regular basis.

Strategies to Improve At-Risk Performance

- By the end of the eighth week of school, all parents of students at TPHS identified as low-achieving will have been informed of their child’s academic standing.
- At Back to School Night and parent education workshops, parents will be given specific suggestions as to how to help their child at home.
- Staff development sessions may be devoted to meeting both the needs of low-achieving students and gifted students; innovative practices of teachers will be presented, implemented as appropriate, and evaluated for their effectiveness.
- In the classroom, paraprofessionals and/or volunteers will provide individualized assistance directed by the teacher.
- Student Academic Support will be available during after school faculty office hours, volunteer and peer tutoring sessions.
- Preparation and follow-up activities such as field trips, guest speakers and assemblies will focus on language development and conceptual understanding of material presented and/or experiences shared.
- A centralized list of targeted low-achieving students will be kept by the administrator to monitor student progress, to track services, and to provide the TPHS Board or its designee with periodic updates on the progress of student achievement.
- Confidentiality will be maintained and data will be provided without names.

TPHS started with a commitment to hire teachers and staff who will strive for excellence, aspire to teach superbly, and dream about making a difference in the academic lives of their students.

We are committed to a partnership among students, staff, parents, and the surrounding community to challenge our students academically, athletically, and artistically. All of our students will start with a

college-prep curriculum as freshman. The University of California A-G entrance requirements will serve as the curricular backbone of our instructional program.

Three of our initial school goals will center around proficiency on both parts of the California High School Exit Exam (CAHSEE) and the annual improvement on the California Standards Tests (CST's). Our progress indicators for measuring student achievement will include, but not necessarily be limited to, the following: School-wide Benchmark Exams, CAHSEE, CST's, Semester Grade Reports, Quarterly and Semester Ineligibility Lists, Quarterly Honor Roll Lists, Student Attendance, Student Work Including Essays, Reports, Tests, Quizzes, Journals, Portfolios, Oral Presentations, Project Products, Discussions, Investigations, Lab Assignments, and Experiments. Progress indicators will be checked monthly at core academic data team meetings. Other progress indicators will be tracked every quarter and every semester in each grading period. CAHSEE and CST's will be monitored annually. In addition to our core academic offerings, TPHS students will have four distinct areas of emphasis to choose from as part of their academic curriculum: Environmental Studies, Arts & Humanities, Applied Technology, and Entrepreneurship.

TPHS will maintain a culture of high expectations for all students. For those whose achievement potentials are not being realized, administrators and teachers will work to ensure that no student falls behind. The structure of the TPHS curriculum and the instructional strategies outlined here are designed to maximize the learning opportunities for low-achieving and at-risk students. Low-achieving and at-risk students will be thoroughly integrated into the entire student body, and they will participate fully in all aspects of the TPHS curriculum.

At TPHS, low-achieving students are defined as those who fall at or below the 50th percentile on the adopted standardized tests, fall below a C- average in coursework, and/or fall below the learning behavior, language acquisition, and fine & gross motor skills in comparison with their peer group. At TPHS, at-risk students are defined as those who achieve at or below the 40th percentile on adopted standardized tests, fall below a D+ average in coursework, and may or may not qualify for special education services. TPHS considers both groups as students who have not realized their full achievement potentials.

Parents of low-achieving or at-risk students will be contacted and consulted in the development of strategies aimed at meeting the specific needs of the students through the Student Success Team (SST) process. An SST will use a systematic problem-solving approach to assist students with concerns that are interfering with success. The SST will clarify problems and concerns, develop strategies, organize resources, and provide a system for school accountability, as it serves the students, parents, and teachers. After the implementation and follow-up of an SST plan, if the problem persists, revisions to the plan may be discussed, and a referral for special education evaluation or Section 504 assessment may be considered necessary by the SST.

EDUCATIONAL PRACTICE

- All courses at TPHS will be aligned with the California State Framework and the California Content Standards.
- Each Course of Study at TPHS will be board approved, be accompanied by a pacing guide, and be aligned with the content and performance standards defined by the State of California.
- Consistent data monitoring and analysis will be used to drive the curriculum and instruction.

- All instructional materials for the core subjects will be standards-based.
- Each student will have a textbook for each core academic subject area. In fact, students will often be given two copies of their assigned books; one copy will be kept at home, while the other copy will be kept at the school.
- All instructional materials, including supplemental materials, will be reviewed by TPHS teachers and department chairs using the most rigorous standards to ensure that the materials are appropriate to the grade and subject level of the students.
- Supplemental materials include dictionaries, laboratory supplies, and novels. The "Meeting the California Challenge" materials, published by the State of California, on passing the exit exam in both English Language Arts and Mathematics are also considered to be supplemental.

SPECIFIC STRATEGIES FOR INSTRUCTION AND INTERVENTION

- TPHS will continually provide its teaching staff with professional development focused on maximizing the achievement potentials of all the students. Trainings will include, but not be limited to, proven techniques for identifying students who are in danger of falling into low-performing and at-risk categories, effective remediation strategies once students become low-performing or at-risk, and field-test methods for adjusting assignments, projects, and tests that will optimize student success.
- Teachers of English Language Learner (ELL) students will use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of ELL students.
- Before, During, and After School Scientific Research-Based Intervention

“Scientific Research-Based Intervention” means “research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to the educational activities and programs, and includes research that:

1. employs systematic, empirical methods based on observation or experiment;
2. involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
3. produces valid and consistent data for multiple evaluators and observers, across multiple quantitative measurements and qualitative observations, and across studies by the same or different investigators;
4. is evaluated using experimental or quasi-experimental designs;
5. ensures that experimental studies are presented in sufficient detail and clarity to allow for reapplication; and
6. has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Mandatory Academic Study Hall: MASH will be built into the school day. Students will have access to faculty members during this period and be held accountable for the daily work assigned by faculty members.

- Peer Tutoring
- Teacher Tutoring

- ELL students will be accommodated in classes while being provided ELD curriculum for EL 1, 2, 3, 4P and 4G.
- After-school supplemental classes will be offered in core academic content areas that include English, Math, Science, and Social Studies.
- CAHSEE English and CAHSEE Math classes will be offered during the school day for students in need of remediation.
- A remedial Algebra course will be offered for juniors who have not yet passed the CAHSEE.
- A remedial English course will be offered for juniors who have not yet passed the CAHSEE.
- Classroom intervention at TPHS will emphasize cooperative learning in flexible groups. By working closely with students at all proficiency levels, low-achieving and at-risk students will gain new knowledge and learn new strategies for solving problems. Working in flexible groups will help all students realize that everyone has unique skills and abilities necessary to solve problems. This awareness will raise the self-esteem of low-achieving and at-risk students and increase their positive attitudes toward school, learning, and success.
- The instructional design model to be used by TPHS will place a heavy emphasis on differentiating instruction—a key strategy for English Language Learner success. Other strategies will include, but not be limited to, the following techniques:

Identifying Similarities and Differences;
 Summarizing and Note Taking;
 Reinforcing Effort and Providing Recognition;
 Homework and Practice;
 Nonlinguistic Representation;
 Cooperative Learning;
 Setting Objectives and Providing Feedback;
 Generating and Testing Hypotheses;
 Cues, Questions, and Advanced Organizers.

These nine instructional strategies are proven to be effective strategies for all students, including ELL students. [1]

[1] Robert Marzano. *Classroom Instruction That Works*. New York: ASCD, 2001. Jana Echevarria & Anne Graves. *Sheltered Content Instruction: Teaching English-Language Learners with Diverse Abilities*. New York: Allyn and Bacon, 2003.

CATEGORICAL FUND SERVICES FOR UNDER-PERFORMING STUDENTS

- Since TPHS is not a Title One School, we will use a portion of our professional development funding to provide "training" for our teachers that makes them more "Highly Qualified" under No-Child-Left-Behind (NCLB) measures and mandates.

- TPHS will be very focused on the success of under-performing students. For students who do not pass certain portions of the CAHSEE, TPHS will provide targeted remedial classes in specific subject areas during regular school days.
- One of our staff members will be identified as our ELL Coordinator.
- One section of ELL students will be grouped together in one class to receive English Language Arts instruction at their grade and proficiency level. (To be adjusted as needed).

APPENDIX K – STUDENT SUCCESS TEAM

Purpose

A Student Success Team (SST) is a school-based, problem-solving group whose purpose is to provide assistance to teachers in the area of instruction, curriculum, and classroom management. An SST will organize the available resources at a given school into a system for identifying and solving problems of teaching students who do not progress at a satisfactory rate in the general education program.

A support system is needed to assist teachers in improving instruction and, at the same time, ensuring that appropriate special education referrals are made. Shifting the emphasis from referral to, assessment for, and placement in special programs to planned individualized instruction within the context of the general education class will be the first option for dealing with problem students.

Underpinning the rationale for employing a team approach in helping students with learning challenges is the belief that, by pooling knowledge and collective brainstorming, members of the group can generate more practical solutions and make better decisions for the student. In addition, inter-professional teams have the potential for providing the following benefits to educators:

- Sharing responsibilities in planning and programming across disciplines;
- Providing an emotional and peer problem-solving support system within TPHS;
- Facilitating satisfying professional interactions amongst staff;
- Developing a forum to facilitate the convergence of differing values and points of view;
- Increasing awareness of and sensitivity to the needs of others;
- Providing an ongoing in-service vehicle;
- Leveraging staff strengths;
- Providing the opportunity for general educators and specialists to work together.

SST's operate on the assumption that different students learn in different ways. These differences can be identified and should be considered in designing a student's learning experience. Different kinds of instructional and behavioral interventions under the appropriate settings will produce scholastic and behavioral gains.

SST's use data derived from both formal and informal assessments, observations, and classroom performance to develop a plan for working with the individual student. The intervention strategies are documented, carefully monitored, and evaluated for their effectiveness in facilitating the desired scholastic and social outcomes.

Specifically, the SST Role(s):

- Review individual cases to refer to the team;
- Explore and identify classroom accommodations, modifications, interventions, alternatives, and actions available to the case;
- Plan the action to be taken to meet the needs of the student;
- Document the action(s) taken;
- Review the outcome of the accommodations, modifications, interventions, alternatives, or actions taken;
- Where appropriate, recommend processing for referral to special education.

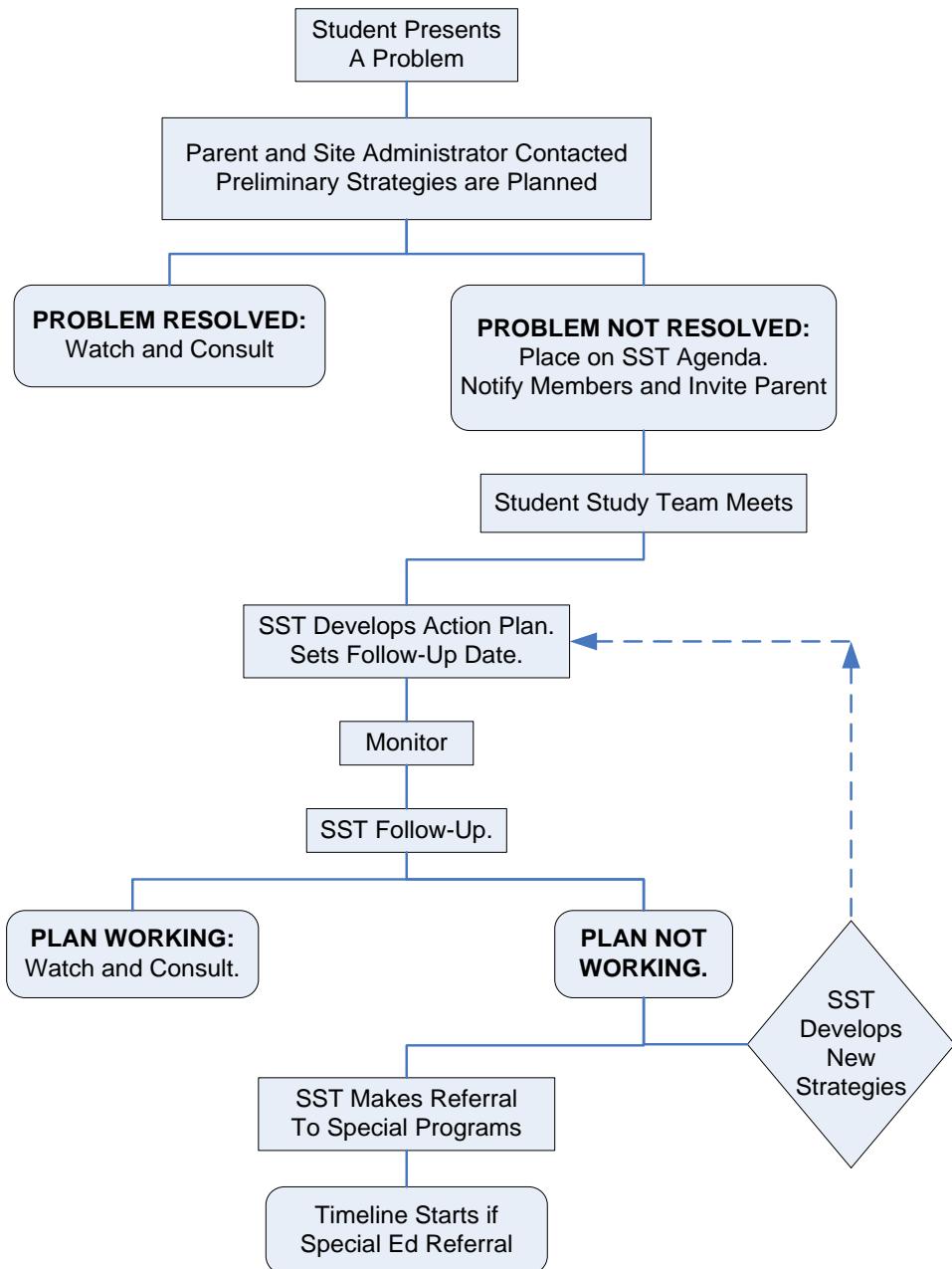
The SST is a general education function and should not be confused with an individualized education program (IEP) team, which focuses on special education eligibility and placement options. By providing problem-specific support, the SST will assure that appropriate referrals are made to special education.

Referrals for a special education assessment can come from teachers, specialists, parents, administrators, community professionals, or the students themselves. When a parent or legal guardian makes a verbal or written referral for a special education assessment, TPHS staff will recommend the school's SST procedures to the referring person. If the SST process is accepted by the parent or guardian, TPHS will identify a staff member as a coordinator for that particular case. The coordinator must meet with the referring person and the child's classroom teacher to help identify and clarify the expressed areas of concern. The coordinator should record these concerns on the *Student Study Team Referral* form and forward it to TPHS's SST chairperson or the chairperson's designee. The SST chairperson should complete the following steps:

- If the referral came from someone other than the student's parent or legal guardian, TPHS staff will notify the student's parents and the appropriate TPHS administrators (use SST-04 and SST-05 forms).
- Each referral will go through an intake process at TPHS and be screened. A TPHS administrator will meet with the referring person. Together they will go directly to the classroom teacher to clarify the identified concerns, plan preliminary strategies to address concerns, and start the *SST Classroom Checklist* (SST-03). The TPHS administrator will place the student's name on the SST agenda and record each SST referral on the *SST Referral Log* (SST-02).

The Screening Process at the SST level may consist of observation and information gathering, which may result in suggestions of accommodation and modifications in the general school program. Such accommodation and modification must first be considered as a safeguard of the student's right to the least restrictive environment, including only that degree of assessment which can be justified as necessary and in the best interests of the student.

The Tassajara Preparatory High School Student Success Team (TPHS SST) Process



Quality of Indicators of Effective Student Success Teams

- A TPHS administrator will provide encouragement and leadership to the Student Success Team.
- The SST will be composed primarily of general education teachers at TPHS who believe in the SST concept and are willing to devote extra time and energy to the SST process.
- Resource staff and special education staff will participate in the team's meetings regularly.
- Parents will be actively encouraged to participate in discussion and decision-making.
- There will be an identifiable facilitator and recorder at each meeting.
- Team members will come prepared to share information and participate in meaningful discussions about the student at the center of the SST process.
- Team meetings will be held at regular preplanned times, and team members will have adequate time to prepare for the meeting.
- Meetings will be characterized by efficient use of time.
- The team will routinely use group memory and document information relevant to the student's progress.
- Interventions will occur in the classrooms, and students will be evaluated before a referral is made to another program such as special education.
- There will be a lower referral rate to special education.
- There will be a systematic monitoring and evaluation of planned invention.
- Successful and unsuccessful interventions will be documented and shared with staff, parents, and special education personnel.
- TPHS staff will understand the purpose of the SST and know how to initiate the process.

APPENDIX L – STAFF RECRUITMENT, DEVELOPMENT, AND ASSESSMENT

TEACHER RECRUITMENT AND HIRING

Tassajara Preparatory High School (TPHS) actively recruits educators interested in working in more accountable, innovative, collaborative environments. The organization has an extensive network of relationships through which to recruit outstanding teachers and administrators. TPHS also uses traditional advertising media: classified advertisements, Internet postings, teacher recruitment fairs, and job announcements through local credentialing programs. Word-of-mouth among teachers is also an important channel.

TPHS has a multiple-stage hiring approach that includes:

1. a resume screen;
2. interview with a site hiring committee (comprised of principal, teachers, and parents);
3. writing sample;
4. demonstration lesson with students;
5. reference checks.

Although this is a lengthier process than that used by most education organizations, TPHS believes that finding the right match for both organization and individual will decrease turnover that is disruptive for student learning and school culture.

PROFESSIONAL DEVELOPMENT

Once teachers are hired, we invest in those individuals to support their continued professional development. TPHS's multi-pronged support system includes:

- 2 weeks of summer training for all teachers new to TPHS;
- 1:1 sessions with instructional coaches;
- New Teacher Support Group;
- Opportunity to observe demonstration lessons by grade-level Lead Teachers and Model Teachers;
- Regular classroom observations and formal performance feedback from the principal.

PERFORMANCE MANAGEMENT

The TPHS Principal conducts periodic performance evaluations to provide regular feedback to teachers to inform their professional growth; to ensure that teachers are appropriately rewarded according to their actual performance; and to build a culture of accountability.

Criteria

In addition to TPHS's core values, it uses the 5 criteria developed by the National Board for Professional Teaching Standards (www.nbpts.org) to evaluate its teachers:

- Commitment to students;
- Knowledge of subject matter;
- Skill in management of learning;
- Reflection;
- Collaboration.

Schedule

The TPHS Principal and Master Teachers meet with educators several times during the school year to discuss individual performance:

- Beginning of year (or end of previous year): during this non-evaluative discussion, the educator and Principal discuss development goals for the year.
- Mid-year: during this mini-evaluation during the 10th-15th week of school, the Principal conducts a formal observation and provides concrete, constructive suggestions to improve the educator's performance against the standards.
- End of year: The final, formal evaluation takes place during 25th-30th week of school. The Principal conducts a formal observation and evaluates educator's performance against the Standards and individual development goals. The educator also conducts a self-evaluation for discussion purposes, and may elect to solicit feedback from peers.

In addition, the Principal may set additional formal or informal evaluation times for educators who are having difficulty meeting the Standards.

APPENDIX M – TRI-VALLEY LEARNING CORPORATION BYLAWS

**AMENDED AND RESTATED
BYLAWS
OF
TRI-VALLEY LEARNING CORPORATION
(A California Nonprofit Public Benefit Corporation)**

ARTICLE I

NAME

Section 1. NAME. The corporation formerly known as Livermore Charter Learning Corporation, shall as of January 7, 2010, be known as the Tri-Valley Learning Corporation (the “Corporation”).

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 the Corporation is located at 543 Sonoma Avenue, in Livermore, California 94550. The board of directors of the Corporation (the “Board”) may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws, as amended from time to time (the “Bylaws”) opposite this Section; alternatively, this Section may be amended to state the new location.

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

ARTICLE III

GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The Corporation had been formed under the California Nonprofit Public Benefit Corporation Law for public, charitable, scientific and educational purposes. The purpose of this corporation is to manage, operate, guide, direct and promote charter schools. 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 distribution 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 set forth in the California Nonprofit Corporation Law shall govern the construction of the Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, 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 properties and assets are irrevocably dedicated to public benefit purposes, as such purposes are set forth in the charter (the “Charter”) of the Charter School, as amended from time to time. 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 MEMBERS

Section 1. MEMBERS PROHIBITED. The Corporation shall not have members.

Section 2. EFFECT OF PROHIBITION. Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Board of Directors. All rights which would otherwise vest under the Nonprofit Public Benefit Corporation Law in the members shall vest in the directors.

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 set forth in the Articles of Incorporation of the Corporation (the “Articles”) or the 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. The Board may delegate the management of the Corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Article VII, Section 1 of the Bylaws, but subject to the same limitations set forth therein, the Board shall have the power to do the following:

(a) appoint and remove, at the pleasure of the Board, all corporate officers, agents, and employees, subject to the provisions of any employment agreement; prescribe powers and duties for them as are consistent with the law, the Articles of Incorporation and these bylaws; and fix their compensation, if any;

(b) change the principal office, the principal business office, or any branch 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; and designate a place in or outside California for holding any meeting described in these bylaws; and

(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.

Section 3. BOARD COMPOSITION.

(a) Except as otherwise set forth below, directors shall be elected by the Board. As long as the Corporation has at least one School Site Board (Section 21(b) of this article), one seat shall be reserved for the designee of each School Site Board. The designee of a School Site Board must be a member of that board. Subject to the foregoing and to Section 5 of this article, any person may be nominated to be elected as a director by the method of nomination authorized by the Board or by any other method authorized by law. Directors shall be elected at each annual meeting of the Board of Directors to fill vacancies on the Board, including those vacancies created by directors whose terms have expired. Except for the directors who are appointed by the School Site Boards, the candidates receiving the highest number of votes up to the number of directors to be elected are elected. Directors shall be eligible for re-election without limitation on the number of terms they may serve.

(b) Notwithstanding the foregoing, the adoption of these Amended and Restated Bylaws shall not result in any director being removed before his or her term expires. Promptly following such adoption, the Board shall designate the Directors who shall be deemed to occupy the Board seats reserved for the designees of the School Site Boards. When one of those seats becomes vacant, the applicable School Site Board shall fill the vacancy with one of its members.

Section 4. AUTHORIZED NUMBER OF DIRECTORS.

(a) As long as the Corporation has at least one School Site Board, the authorized number of Directors shall be at least equal to the number of Board seats reserved for the designee(s) of the School Site Board or Boards, as the case may be, pursuant to Section 3 of this article, and, because the seats reserved for the designees of the School Site Boards must constitute a majority of the authorized Directors, the total number of authorized Directors may not exceed twice the number of seats reserved for the designee(s) of the School Site Board or Boards minus one.

(b) Notwithstanding the foregoing, the adoption of these Amended and Restated Bylaws shall not result in any director being removed before his or her term expires. The maximum number of authorized directors may temporarily exceed the number determined in accordance with paragraph (a) above to the extent that the number of directors in office when these Amended and Restated Bylaws are adopted exceeds such maximum number. In addition, promptly following the adoption of these Amended and Restated Bylaws, the Board shall designate two Directors, in addition to the directors designated by the Board pursuant to Section 3(b) of this article, who shall be deemed to occupy additional seats reserved for designees of School Site Boards (even though their seats shall not actually be reserved for the designees of the School Site Boards) so that a majority of the Directors immediately after the adoption of

these Amended and Restated Bylaws shall be deemed to be made up of directors designated by the School Site Boards, as required by Section 4(a) of this article. These two designations will automatically terminate when the seats actually reserved for the designees of the School Site Boards pursuant to Section 3(b) constitute a majority of the number of authorized directors determined in accordance with Section 4(a) above.

(c) During periods when the Corporation does not have at least one School Site Board, the authorized number of directors shall be at least three but not more than 11.

(d) The exact number of directors shall be fixed within the limits described in paragraphs (a)-(c) above, by a resolution adopted by a majority of the members of the Board then in office, provided that a quorum is present.

(e) The authorized number of directors may be changed at any time, by a resolution adopted by a majority of the members of the Board then in office, provided that a quorum is present.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. None of the persons serving on the Board 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. The Board may adopt other policies circumscribing potential conflicts of interest, however, any violation of this Section shall not affect the validity or enforceability of transactions entered into by the Corporation.

Section 6. DIRECTORS' TERMS. Subject to Section 13 of this article, each director shall hold office for three years and until his successor has been duly elected.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no funds of the Corporation may be expended to support a nominee without the Board’s authorization by way of resolution.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board shall occur in the event of: (a) the death, removal or resignation of a director; (b) the declaration by resolution of the Board of a vacancy in a seat on the Board resulting from a director having 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 the California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase in the authorized number of directors; (d) the failure of the Board, at any annual meeting of the Board at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; or (e) termination of the employment of a director who is employed by the Corporation.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign at any time by giving written notice to the Executive Director or the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later date for the resignation to become effective. If a director’s resignation is effective at a later date, the Board may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. 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 with no duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS WITH CAUSE. The Board may remove a director for cause, by an affirmative vote of the majority of the Board, when a director has been:

- (a) declared of unsound mind by a final order of court;
- (b) convicted of a felony;
- (c) found by a final order or judgment of any court to have breached any duty under Article 3 of the California Corporations Code; or
- (d) found to engage in conduct detrimental to the best interests of the Corporation.

In the case of a proposed removal of a director with cause under subsection (d) above, the following procedures shall apply:

(1) Board Resolution. The Board of Directors shall pass a resolution stating: (i) the proposed removal action; (ii) the reasons therefor; (iii) the proposed date for the removal to take effect; and (iv) the date, time, and place for a hearing before the Board by the director subject to the proposed removal action. The date for the hearing shall be not less than five (5) days before the proposed effective date.

(2) Notice. The President or the Secretary shall send written notice of the hearing to the director by first class mail to the last address of the director shown on this corporation's records or by any other means reasonably calculated to provide actual notice, containing the matters stated in the Board resolution. Such notice shall be sent not less than ten (10) days before the hearing date.

(3) Interim Action. The Board may take interim disciplinary actions pending the hearing, if necessary to protect the vital interests of this corporation or to prevent any imminent harm to this corporation.

(4) Hearing Participation. The director subject to the proposed removal action may choose to appear at the hearing (in person, by telephone conference call, and/or through a representative), or make a written, videotaped, or audiotaped statement to the Board, at the director's own cost. The Board may place reasonable restrictions on the length of the director's presentation. Any statement in writing or other physical form must be received by the President or the Secretary not less than forty-eight (48) hours before the hearing date.

(5) Board Decision. After the hearing is ended and the director has been excused, the Board shall discuss and vote on the proposed removal action. The deliberations shall be limited to considering only the evidence presented during the hearing and the charges stated in the Board resolution. To take disciplinary action, the Board must be persuaded that, more probably than not, one or more of the allegations charged in the resolution are true. The decision of the Board of Directors shall be final.

(6) Board Discretion. The Board has complete and sole discretion to decide questions that may arise regarding this disciplinary procedure, to the extent they are not addressed by this policy or the policy requires further interpretation, in order to ensure that the procedure is conducted in good faith and in a fair and reasonable manner, considering the best interests of this corporation and the individual(s)

affected. The Board is authorized to adopt and modify from time to time specific policies and procedures for disciplinary proceedings, and the rights of the director subject to a proposed removal action are limited to those stated in such policies and procedures and in this Section, and no other rights should be presumed or inferred. The director charged does not have any absolute right to legal counsel, to identify or confront witnesses against the director, or to more information about the charges or the evidence beyond that provided in the notice of hearing. All types of evidence, including statements from persons who are not present at the hearing, may be considered. All proceedings shall be conducted and materials shall be presented to the Board in English. A decision by the Board to permit or not permit certain forms of participation in one disciplinary situation shall not bind the Board to the same approach in another situation.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board may be filled by approval of the Board 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 meeting held according to notice or waivers of notice complying with Corporations Code section 5211 as said chapter may be modified by subsequent legislation or (c) a sole remaining director.

Section 13. DIRECTORS. Any reduction of the authorized number of directors shall not result in any director being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board may designate that a meeting be held at any place within California that has been designated by resolution of the Board or in the notice of the meeting. All meetings of the Board 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.) ("Brown Act") as said chapter may be modified by subsequent legislation.

Section 15. 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;
- (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.

Section 16. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board shall be held at least monthly during the calendar year, provided that notice of each regular and special meeting is provided in accordance with Article VII, Section 18. 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. In addition, the Board shall hold a meeting annually during the fall term of the academic year at a time designated by the Board for the purpose of electing directors and appointing officers of the Board. The Board may hold regular, special and emergency meetings. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 17. AUTHORITY TO CALL SPECIAL MEETINGS. Special meetings of the Board may be called for any purpose at any time by the President or a majority of the directors then in office.

Section 18. NOTICE OF SPECIAL MEETINGS. Notice of the time and place of special meetings shall be given to each director by: (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the Corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Brown Act.

Notice of the time and place of special meetings shall be given to all media who have provided written notice to the Corporation.

The notice shall state the time of the meeting and the place, if the place is other than the Corporation's principal office and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Brown Act.

Section 19. QUORUM. A majority of the number of Directors then in office shall constitute a quorum for the transaction of any business except adjournment; provided; however, that a quorum shall be at least one-fifth of the authorized Directors, or two, whichever is larger, unless the authorized number of Directors is one, in which case one Director constitutes a quorum. Every action taken or decision made by a majority of the Directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to:

- (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest;
- (b) approval of certain transactions between corporations having common directorships;
- (c) creation of and appointments to committees of the Board; and
- (d) indemnification of directors and officers.

A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 20. COMPENSATION AND REIMBURSEMENT. Directors and officers will receive no compensation for their services as directors or officers. Directors and officers may receive such reimbursement of expenses, as the Board may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 21. COMMITTEES.

(a) Board Committees. The Board, by resolution adopted by a majority of the directors then in office, provided a quorum is present, may create one or more committees, consisting of two or more directors, to serve at the pleasure of the Board. Board committees shall act in an advisory capacity with respect to the Board and shall report to the Board at its regular meetings, as required by the Board. Appointments to committees of the Board shall be by majority vote of the number of directors then in office. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such Board committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no Board committee may:

- (1) take any final action on any matter that under the California Nonprofit Public
- (2) fill vacancies on the Board or any committee of the Board;
- (3) fix compensation of employees, or of the directors for serving on the Board or on any committee;
- (4) amend or repeal Bylaws or adopt new bylaws;
- (5) amend or repeal any resolution of the Board that by its express terms is not so amendable or repealable;
- (6) create any other committees of the Board or appoint the members of committees of the Board;
- (7) expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- (8) 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, except as special approval is provided for in Corporations Code section 5233(d)(3).

(b) School Site Boards. The Board, by resolution adopted by a majority of the directors then in office, provided that a quorum is present, will create a School Site Board for each school operated by the Corporation and for each school that the Corporation has an approved charter petition for. School Site Boards shall act in an advisory capacity with respect to the Board and shall report to the Board at its regular meetings, as required by the Board. Each School Site Board shall have seven authorized members. Appointments to the School Site Board for a particular school shall be made by the parents and guardians of students enrolled at the school. School Site Board members shall be elected in September each year for a three year term. A parent or guardian's entitlement to vote for the members of a School Site Board shall be contingent upon having a child enrolled in the Charter School the School Site Board represents in the applicable academic year. Parents and guardians entitled to vote at each annual election shall be determined based on the books of the Corporation as of September 1 of each academic year. There shall be one vote per student enrolled in the Charter School in the applicable academic year, allotted to the parent(s) or legal guardian(s) of each enrolled student. Notwithstanding the foregoing, the

Board of Directors shall appoint (i) three of the initial members of the School Site Board of any school being operated by the Corporation when these Amended and Restated Bylaws are adopted and (ii) all of the members of the School Site Board of any school that is in the process of being established and does not have at least seven enrolled students. The meetings and actions of those entitled to elect members of School Site Boards shall be governed by, and held and taken under the provisions of, these Bylaws concerning Board meetings and actions and the Brown Act. Members of School Site Boards need not be directors of the Corporation. The School Site Board will select one or more representatives to the Board of the Corporation (in accordance with Section 3 of this article). Subject to the ultimate authority of the Board of the Corporation to manage the activities and affairs of the Corporation and to direct the exercise of corporate powers as set forth in Section 1 of this article, each such School Site Board will have authority to manage the activities of the Corporation at its school site in the following areas:

- (1) oversight of approved financial budget;
- (2) health and safety;
- (3) admissions, enrollment and attendance;
- (4) outreach;
- (5) staff planning and utilization;
- (6) curriculum and instruction;
- (7) professional/staff development;
- (8) school site policies and procedures including Student/Family Handbook;
- (9) student testing;
- (10) local/site recognitions and awards
- (11) grievances (except those pertaining to Special Education);
- (12) expulsions;
- (13) extra-curricular activities such as sports and clubs; and

This authority is subject to guidelines, policies and procedures as established, from time to time, by the Board of the Corporation.

School Site Boards will comply with the Brown Act.

(c) Advisory Committees. The Board may, by resolution adopted by a majority of the directors then in office, provided that a quorum is present, create one or more advisory committees to serve at the pleasure of the Board. The advisory committees shall act in an advisory capacity with respect to the Board and shall report to the Board at its regular meetings, as required by the Board. Members of advisory committees need not be directors of the Corporation, and advisory committees shall have no authority to act on behalf of the Board or the Corporation.

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board 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 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 may adopt rules for the governance of any committee as long as the rules are consistent with the Bylaws. If the Board has not adopted rules, the committee may do so.

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

Section 24. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board 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 amended from time to time.

Section 25. AUDIT COMMITTEE. The corporation shall have an Audit Committee. The Audit Committee may consist of one or more persons and include persons who are not members of the Board. The member or members of the Audit Committee shall not include any members of the corporation’s staff, including the President or Chief Executive Officer and the Treasurer or Chief Financial Officer (whether or not such officers are uncompensated Board officers or paid staff members.) If the corporation has a Finance Committee, it must be separate from the Audit Committee. The chairperson of the Audit Committee may not be a member of the Finance Committee, and members of the Finance Committee shall not constitute more than 50 percent of the Audit Committee. Members of the Audit Committee shall not receive any compensation from the corporation in excess of the compensation, if any, received by members of the Board of Directors for service on the Board and shall not have a material financial interest in any entity doing business with the corporation.

Subject to the supervision of the Board of Directors, the Audit Committee shall be responsible for:

- (a) making recommendations to the Board of Directors on the hiring and firing of the independent auditor;
- (b) conferring with the auditor to satisfy the committee members that the financial affairs of the organization are in order;
- (c) reviewing and determining whether to accept the audit;
- (d) approving the performance of any non-audit services to be provided by the auditing firm; and
- (e) negotiating the compensation of the auditor on behalf of the Board, provided the Board delegates this task to the Audit Committee.

ARTICLE VIII **OFFICERS OF THE CORPORATION**

Section 1. OFFICERS. The officers of the Corporation shall be a Chairman of the Board who shall be known as the President of the Board (or “President”), a Vice-Chairman who shall be known as the

Vice-President., a Chief Financial Officer, who shall be known as the Treasurer, a Secretary, a Chief Operating Officer and an Chief Academic Officer.

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 the President.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be appointed by the majority of the members of the Board then in office at the annual meeting of the Board, and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract, if applicable.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board may appoint, by resolution of a majority of the members of the Board then in office, such additional officers of the Board that may be required, in the Board's discretion. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, if applicable, the Board may remove any officer with or without cause.

Section 6. 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 date 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 7. 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 8. PRESIDENT. The President 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 in writing. In the absence of the President, the Vice-President 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 in writing.

Section 9. VICE PRESIDENT. If the President is absent or disabled, the Vice-President shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-President shall have such other powers and perform such other duties as the Board may assign from time to time.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the principal office of the Corporation, a copy of the Articles and Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of members, of the Board, and of committees of the Board that these bylaws require to be given. The Secretary shall have such other powers and perform such other duties as the Board may assign from time to time.

Section 11. TREASURER. The Treasurer shall oversee the keeping and maintenance of adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to the 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.

Section 12. CHIEF OPERATING OFFICER (COO). AND CHIEF ACADEMIC OFFICER (CAO). The COO and CAO shall supervise, direct and control the Corporation's day to day activities and affairs consistent with these bylaws and as outlined in the COO and CAO job specification and/or employment contract, if any, subject to the overall direction and supervision of the Board of Directors. The COO has the responsibility of compiling the Board of Director's agenda in consultation with the President, who has veto power over the COO. These bylaws are not intended and in no way modify the terms and conditions of any employment relationship.

ARTICLE IX **CONTRACTS WITH DIRECTORS AND OFFICERS**

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of the Corporation nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with this Corporation, unless:

- (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board prior to the Board's consideration of such contract or transaction;
- (b) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the votes of the interested directors;
- (c) before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and
- (d) the Corporation for its own benefit enters into the transaction, which is fair and reasonable to the Corporation at the time the transaction is entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of the Corporation if it

- (a) is approved or authorized by the Corporation in good faith and without unjustified favoritism; and
- (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of the Corporation.

ARTICLE X **LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the Attorney General of the State of California; 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 by the Corporation.

ARTICLE XI **INDEMNIFICATION**

Section 1. DEFINITIONS. For the purposes of this Article, “agent” means any person who is or was a Director, Officer, employee, or other agent of the corporation, or is or was serving at the request of the corporation as a Director, Officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, or other enterprise, or was a Director, Officer, employee, or agent of a foreign or domestic corporation which was a predecessor corporation of the corporation or of another enterprise at the request of such predecessor corporation; “proceeding” means any threatened, pending, or completed action or proceeding, whether civil, criminal, administrative, or investigative; and “expenses” includes without limitation attorneys’ fees and any expenses of establishing a right to indemnification under this Article.

Section 2 INDEMNIFICATION IN ACTIONS BY THIRD PARTIES. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the corporation to procure a judgment in its favor, an action brought under section 5233 of the California Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust), by reason of the fact that such person is or was an agent of the corporation, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the corporation or that the person had reasonable cause to believe that the person’s conduct was unlawful.

Section 3. INDEMNIFICATION IN ACTIONS BY OR IN THE RIGHT OF THE CORPORATION. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the corporation, or brought under section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted relator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interest of the corporation, and with such care, including

reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

- (a) In respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable to the corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;
- (b) In respect of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or
- (c) In respect of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section 4. INDEMNIFICATION AGAINST EXPENSES. To the extent that an agent of the corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article, or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. LIMITATIONS ON INDEMNIFICATION. Except as provided in Section 4 of this Article, any indemnification under this Article shall be made by the corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 and 3 of this Article, by:

- (a) A majority vote of a quorum consisting of Directors who are not parties to such proceeding;
- (b) Approval of the members, if any, in accordance with section 5034 of the California Nonprofit Public Benefit Corporation Law, with the persons to be indemnified not being entitled to vote thereon; or
- (c) The court in which such proceeding is or was pending upon application made by the corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by the corporation.

Section 6. ADVANCING OF EXPENSES. Expenses incurred in defending any proceeding may be advanced by the corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article. The provisions of subdivision (a) of section 5236 of the California Nonprofit Public Benefit Corporation Law do not apply to advances made pursuant to this subdivision.

Section 7. CONSISTENCY WITH CALIFORNIA LAW. No provision made by the corporation to indemnify its or its subsidiary's Directors or Officers for the defense of any proceeding, whether contained in the articles, bylaws, a resolution of members, if any, or Directors, an agreement or otherwise, shall be valid unless consistent with section 5238 of the California Nonprofit Public Benefit Corporation Law. Nothing contained in this Article or in section 5238 of the California Nonprofit Public Benefit Corporation Law, shall affect any right to indemnification to which persons other than such Directors and Officers may be entitled by contract or otherwise.

Section 8. PROHIBITION OF INDEMNIFICATION. No indemnification or advance shall be made under this Article, except as provided in Section 4 or Section 5(c) of this Article, in any circumstance where it appears:

- (a) That it would be inconsistent with a provision of the articles, bylaws, a resolution of the members, if any, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or
- (b) That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. LIABILITY INSURANCE. The corporation shall have power to purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that the corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of section 5233 of the California Nonprofit Public Benefit Corporation Law.

Section 10. INAPPLICABILITY OF THIS ARTICLE. This Article does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent as defined in Section 1 of this Article of the corporation. The corporation shall have power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of section 207 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE XII INSURANCE

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

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The 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 XIV **INSPECTION RIGHTS**

Section 1. **RIGHT TO INSPECT.** All persons shall have the right to inspect any and all documents subject to inspection under the California Public Records Act.

Section 2. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal office the original or a copy of the Articles and Bylaws as amended to the current date, which shall be open to inspection at all reasonable times during office hours.

ARTICLE XV **REQUIRED REPORTS**

Section 1. **ANNUAL REPORTS.** The Board shall cause an annual report to be sent to the Board members 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, of 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 disbursements 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 provided to the Board, 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 furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction:
 - (1) in which the Corporation, or its parent or subsidiary, was a party
 - (2) in which an "interested person" had a direct or indirect material financial interest, and
 - (3) which involved more than \$5,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$5,000.

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 XV **BYLAWS CHANGES**

Section 1. BYLAWS CHANGES. Power to repeal or amend these bylaws and to adopt additional bylaws may be executed at any meeting of the Board provided that all such action and discussion fully adhere with the posting requirements of the Ralph M. Brown Act. Such action shall require a 2/3 vote of the Voting Directors then in office, provided that a quorum is present.

APPENDIX N – DATA AND ASSESSMENT

EDUCATIONAL PROGRAM DESIGN

Tassajara Preparatory High School (TPHS) will deliver curriculum to students in a variety of ways, including but not limited to the following:

Project Based Learning. Project Based Learning (PBL) requires the bridging of inter-related disciplines, such as reading, writing, and math, with content areas such as humanities, science and social sciences through research, collaboration and presentation in order to answer a question, solve a problem, or to create a work of art. PBL is driven by teacher initiative and organization, student creativity and inquiry, group work, and production of learning products. The requirements of the product are defined by the teacher. The learning product can take many forms including any combination of the following examples: a video, single or multiple written documents, artwork, a musical composition, a play, a demonstration, an exhibit, etc.

Service Learning. Service learning requires students to identify an issue in their community, research the situation, propose a solution, take action to correct the problem, and then reflect upon their work as it relates to their classroom learning. It can be in the form of project based learning or student internships. Service Learning is aimed at teaching students their civic responsibilities and how their individual or group actions can make a positive difference in society.

Technology Based Instruction. Technology will be woven seamlessly into the curriculum at Tassajara Prep. Every student will be given a portable computing device. All teachers will guide students to use current web tools including wikis, blogs, podcasts, mash-ups, and the use of collaborative web based documents as part of their daily academic work. Use of these tools allows students to reach beyond their classroom to interact and collaborate with other people and ideas around the world, generating enormous shared knowledge.

Traditional and Innovative Teaching and Learning. To ensure college readiness as well as success in meeting high school learning standards, students will experience traditional educational methodologies including lecture and discussion, research papers, and essay exams. Students will also benefit from instructor and peer led innovations such as Model United Nations, City of the Future simulations, self-paced and group tutorials, and inter-disciplinary learning communities.

Co-Curricular and Extra-Curricular Learning. A variety of activities will be offered to develop the whole person including art, drama, speech, music, athletics, wellness and fitness programs, school clubs and activities. Career exploration will be facilitated through job shadowing, internships, college visits, in-class speakers from the community, and college and career fairs and workshops held at the school.

HOW LEARNING BEST OCCURS

Tassajara Prep believes that learning best occurs when students are engaged in a comprehensive curriculum through innovative instructional design in an environment that promotes learning in a challenging and exciting manner. A comprehensive curriculum, we believe, is one that sets subjects in context and demonstrates to students the interconnectedness of core knowledge. Members of Tassajara Prep's faculty will be encouraged to use innovative teaching methods and, to the greatest degree possible, collaborate on curriculum and school governance, as a means of increasing their sense of ownership and involvement with the school community. Tassajara Prep believes that a school should be a dynamic learning community embodying the best practices of teaching and learning. To this end, Tassajara Prep will provide a safe, connected, flexible learning community.

Tassajara Prep also believes that learning best occurs in an environment that is structured to support learning for each and every student. To achieve that objective, we will draw from the work of Linda Darling-Hammond, The School Redesign Network at Stanford University, the Coalition for Essential Schools, and other respected educational research to incorporate the following key features:

- Common Focus
- High Standards and Performance-based Assessment
- Personalization
- Continuous Relationships
- Authentic Curriculum
- Adaptive Pedagogy
- Knowledgeable and Skilled Teachers
- Devoted faculty time to collaborate and develop professionally
- Family and Community Connections
- Democratic Decision-making

Academically Low-Achieving Students. At Tassajara Prep, low-achieving students will be defined as those who perform at basic level on the California State Standards Exams, and/or those who earn one or more C- or below per grading period. They may also fall below the learning behavior, language acquisition, and fine & gross motor skills in comparison with their peer group.

At-risk students are defined as those who perform at below basic or far below basic level on California Standards Exams and/or do not pass the California High School Exit Exam on the first attempt and/or who earn one or more failing grade per grading period. They may also be identified by informal teacher assessments or prior progress reports.

Students from either of these groups may or may not qualify for special education or EL services (as discussed below).

Tassajara Prep considers low-achieving and at-risk students as students who have not realized their full achievement potentials.

Parents of at-risk or low-achieving students will be contacted and consulted in the development of strategies to meet the specific needs of the student through the Student Success Team (SST) process. An SST uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for accountability, and serves to assist the parent, the teacher, and the student.

After the implementation and follow-up of an SST plan, a second meeting may be held to discuss further recommendations. If the problem persists, revisions to the plan may be discussed, and a referral for special education evaluation may be considered necessary by the SST.

Educational research and best practices in pedagogy indicate that low-achieving and at-risk students benefit from learning experiences that are relevant to their lives, include multiple modes and measures, and have clear and high expectations combined with a supportive learning environment. Additionally, low-achieving and at-risk students benefit greatly from placement in a heterogeneous classroom. Low-achieving and at-risk students will be thoroughly integrated into the entire student body at Tassajara Prep

and participate fully in all aspects of the curriculum. Tassajara Prep teachers will use the well-researched and documented pedagogical strategies of complex instruction and heterogeneous group work to support these students in the content standards based courses. The student, his/her parent and school counselor will determine what additional supports are needed and should be accessed through the SST. These supports can consist of daily tutoring, weekly office hours held by each teacher, study skills classes, and one-on-one and small group sessions with the teacher each week. Each student's progress will be regularly monitored by his/her Advisory teacher.

The following list provides examples of the methods by which Tassajara Prep will serve its low-achieving and at-risk students. These services will be available to all Tassajara Prep students.

Faculty Office Hours. On Tuesdays and Thursdays each week, classroom teachers will hold office hours between 3:15 pm and 4:30 pm. The teachers will also have office hours by appointment for mornings and Wednesday afternoons. Low-achieving, at-risk, SPED and EL students will be provided an Academic support class during the school day where they receive extra help and work on study skills. Tassajara Prep will also provide an extra class during the school day for students with multiple D/F grades. Total access time to teachers if a student is in one of these support classes and attends Tuesday/Thursday after-school office hours is 20 hours per week. Additionally, tutoring will be available for all students from 3:00 pm to 4:30 pm, Monday through Friday in the Student Lounge. During the support sessions and after-school hours, the teachers will re-teach material, provide additional support for completing assignments, and provide additional individualized instruction. Moreover, since all Tassajara Prep classes are inclusive, the teachers will differentiate instruction all day, every day.

Academic Support / Study Skills. During the regular semester, students will have one daily period in which they complete their homework with the support of student study groups and an adult supervisor. The additional support class for students at risk of failing will include building skills such as time-management, organization, test-taking strategies, exam preparation strategies, study strategies, research skills, reading skills, math skills, and more.

Faculty Discussions / Interventions / Individual Plans. During weekly faculty meetings and weekly staff collaboration days, teachers from all grade levels will meet and discuss individual low-achieving and at-risk students. The discussions will focus on tracking progress, identifying areas of need and effective strategies for working with the individuals.

Teachers from all grade levels will meet with low-achieving and at-risk students and their parents when necessary throughout the semester in "intervention" meetings. The purpose of the meetings is to build consensus on how to support the individual student, with specific responsibilities delegated to the students, parents and teachers. Advisory teachers monitor the student's performance progress.

See **Appendix J – Student Remediation Plan** for additional information.

Academically High-Achieving Students. Tassajara Prep's curriculum and academic program are, among other objectives, directly meant to support, encourage, and sustain high achievement. At Tassajara Prep, academically high-achieving students will be those who perform at an Advanced level on California State Standards Exams and/or who consistently earn "A" grades in a majority of their courses. Four of the core content areas will offer at least one, if not two, Advanced Placement (AP) Courses and/or College Level Courses. The differentiated curriculum will regularly provide high achieving students with opportunities to deepen their study of concepts and subject matter via specialized projects and assignments. Finally, the Tassajara Prep structure will encourage high achieving students to concurrently enroll in college level courses for more advanced study.

While all qualified students at TPHS have access to our Advanced Placement courses, those who are especially high-achieving can access, in addition:

- Advanced classes in each subject,
- Articulated enrollment with local community colleges, California State Universities, Universities of California, and other post-secondary instruction,
- A full range of academically enriching clubs and activities including Model UN, Leadership, Technology Club, etc.,
- The opportunity for independent work/research and/or graded Focus Projects with faculty members in their areas of interest.

English Learners. Tassajara Prep will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Tassajara Prep will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents. These policies are documented in **Section II-H -- English Language Learners** in the main body of the petition.

Home Language Survey. Tassajara Prep will administer the home language survey upon a student's initial enrollment into Tassajara Prep (on enrollment forms).

CELDT Testing. All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

Tassajara Prep will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT will be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

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 California English Language Development Test or CELDT.
- Participation of the pupil's classroom 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.
- Performing at the basic level or higher on the California State Standards Exams.

Strategies for English Language Learner Instruction and Intervention. Tassajara Prep will serve EL students at the school site through an inclusion model program. Under this program, the EL student is

enrolled in a regular class and the teacher differentiates instruction to help with English language acquisition.

SPECIAL EDUCATION AND STUDENTS WITH DISABILITIES

Tassajara Prep shall comply with all applicable State and Federal Laws in serving students with disabilities. These laws include, but are not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities in Education Improvement Act (“IDEA”).

Tassajara Prep shall be categorized as an LEA in conformity with Education Code Section 47641(b). Tassajara Prep will comply with a Memorandum of Understanding (“MOU”) between the Charter Schools and ECOE SELPA.

Tassajara Prep 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. Tassajara Prep shall be solely responsible for its compliance with Section 504 and the ADA.

Section 504 of the Rehabilitation Act. Tassajara Prep 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 the school. Any student who has an objectively identified disability that substantially limits a major life activity, which includes, but is not limited to, learning, is eligible for accommodation by the school.

Services for Students under the “IDEA”. Tassajara Prep will provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). Tassajara Prep shall be categorized as an LEA in conformity with Education Code Section 47641(b). Tassajara Prep will comply with a Memorandum of Understanding (“MOU”) between the Charter Schools and ECOE SELPA.

Tassajara Prep will follow SELPA policies and procedures, and will 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 maintaining the confidentiality of pupil records.

ASSESSMENTS

Standardized Assessments. Annually, Tassajara Prep students will all take part in STAR/CST, CAHSEE, CELDT (if necessary) and California Healthy Kids Survey. They may also take Advanced Placement Tests, and a variety of college entrance exams, including the PSAT, SAT, SATII, and the ACT. In the 2012-2013 school year, students will not participate in the CAHSEE as there will be no 10th grade students enrolled.

Uses of Standardized Assessments. The STAR/CST will assist us to evaluate the knowledge our students possess both as a whole and individually, the success rates of our teachers, and the strength of our curriculum. We will also use the information to make appropriate class placements. While the STAR/CST will not be the only basis for class placement as they will be used in conjunction with the grade the student received previously in the same content area, they will play an important role in the decision making process. The CAHSEE is similar to the STAR/CST because it helps us to assess where the student is and in which areas they might need additional support. If a student does not pass the CAHSEE successfully, they will receive extra support during their academic enrichment class in order to supplement and further develop their skills. The CELDT plays an important role in the assessment and

evaluation of English language learners. The students will receive the appropriate English language support based on their CELDT scores. The California Healthy Kids Survey is an important factor in determining what services, with regards to academic and personal/social counseling interventions, will be provided to the student population. It is a vital resource in assessing students' perception of school climate.

Another assessment on campus will be Fast ForWord, a research-based literacy and reading program that select students will participate in. The students will be selected based on their reading levels; the majority of participants will be students in special education and/or English language learners.

The PSAT will be primarily used as baseline data to gauge student knowledge in addition to being a predictor of how they might score on the SAT. The data is valuable to all stakeholders in that the areas in which a student has room for improvement are identified. The SAT, in addition to playing an important role in the college application process, is another tool that gathers data about student knowledge. Fast ForWord is a similar tool in that it gathers data based on student knowledge; however, it gives more in-depth detail about how the students are progressing and it monitors their skills because it is an ongoing program instead of a one-off exam at certain times of the year.

Students at Tassajara Prep will be expected to pass all grade-level assessments. The assessments used by Tassajara Prep will compare each student's individual achievement to state, national, and collegiate standards. Letter grades will be assigned for core course work and will be consistent with UC GPA standards. Mastery of content and skills is a fluid process and all students learn at different rates.

In-Class Assessments. Tassajara Prep will deliver a portion of its curriculum through project-based learning; therefore, the assessments in the classroom will reflect this student-centered approach. While traditional assessment methods, such as multiple-choice exams and quizzes, will still be used to collect data and assess student knowledge, other assessments that better gauge the students' ability to critically think about and respond to questions about their knowledge base will be used as well. These assessments are graded and non-graded benchmarks, and they range from quick verbal check-ins, formal student/teacher conferences, written reflections, and written assignments to the Presentation of Learning (POL).

The Presentation of Learning (POL) is a method for students to exhibit their cumulative work and knowledge in a certain content area. The students select a project that they are particularly proud of, and present it to the teacher, their parents and their peers. The teacher has a rubric form that students receive ahead of time and the entire panel is able to ask questions and further investigate the information the student has presented. The POL has multiple components, but the most important piece is the reflective piece in which they go over the process, what went right or wrong, their experience and the information they learned, not only about the project topic, but also about themselves.

Uses of In-Class Assessments. Formative assessment will occur multiple times daily in the classroom. The information gleaned from these assessments will be used to get an accurate read on student understanding. Teachers will use this knowledge to adjust their lessons and the method in which they teach so that they can ensure that all students are receiving and understanding the content. Summative assessment will be used in the traditional sense at the end of Chapters, Units, and Projects to gauge student retention of knowledge. Teachers will be free to allow students second and third opportunities on summative assessments.

Counseling Assessments. Tassajara Prep's counseling department, in keeping with the American School Counselor Association National Model, will ensure that students are empowered with the necessary knowledge to make educated decisions about their personal/social, academic and career opportunities and choices. In imparting this knowledge through classroom guidance, presentations and one-on-one meetings, the students will participate in pre/post tests that focus on attitude, knowledge and skills. The pre/post tests are more than surveys because they will be assessing the aforementioned components the students have or possess on a certain topic, such as bullying.

Uses of Counseling Assessments. Counseling assessment data is used to assess the knowledge students have about a certain topic. If the post-test does not differ greatly from the pre-test, it is indicative that the students need more support and education about it. The data drives the counseling department because instead of participating in "random acts of guidance," it participates in data driven prevention and intervention. Additionally, counseling assessments drive topics for the Daily Advisory.

MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

"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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program."

-- California Education Code Section 47605(b)(5)(B)

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured.
California Education Code Section 47605(b)(5)(C)

Measurable Student Outcomes. Tassajara Prep's outcomes are designed to align with the particular school's mission, curriculum and assessments and the California State Standards for courses offered at the high school. Upon graduation from the school, students will be able to meet each specific school's Expected School-Wide Learning Results (ESLRs).

Graduates will achieve a C- or better in the courses required for graduation from Tassajara Prep as an indication of their ability to meet the ESLRs of the school. See **II. Overview of the Educational Program at Tassajara Prep in Appendix O – Family-Student Handbook** for a table comparing Tassajara Prep's graduation requirements to state graduation requirements and California university entrance requirements.

Academic Performance Index / Adequate Yearly Progress. Tassajara Prep aims to perform in the top 20% of the state on the Academic Performance Index (API) and meet 7 out of 7 Adequate Yearly Progress (AYP) criteria. Tassajara Prep will pursue continuous growth on the API and, if applicable, its API growth target. Tassajara Prep will also continuously pursue AYP.

Methods of Measurement. The following assessment tools will be used annually to assess student progress in meeting the desired student outcomes:

- POLs
- California State Standards Exams
- California High School Exit Exam
- California English Language Development Test
- 9th Grade Test of Physical Fitness
- Cumulative Final Exams
- Advanced Placement Exams

- PSAT
- SAT
- SAT Subject Tests
- ACT

At the end of each semester, student performance in the following areas will be evaluated:

- Progress in coursework
- Progress toward achieving UC (A-G) Entrance Requirements
- Progress toward achieving Individual Education Plan (IEP) goals

Annual student performance-based rubrics for individual courses include:

- Completion of all graduation requirements
- Applications to colleges
- Acceptance letters to colleges

USE AND REPORTING OF DATA

The primary tool to be used for capturing student data is PowerSchool or another Student Information System (SIS), a database designed specifically for school use. In addition, the school will utilize the Naviance™ data base system to capture all college data. The two systems combined have the capability to record results for all of the tools described in the previous section.

Collection

- Standardized assessment results will all be available electronically and will be uploaded by the COO or his/her designee.
- All results from assessments given at the school will be input by faculty members.
- All information pertaining to student goals will be input into SIS by students or SPED teachers.
- Seniors, Advisory Teachers, and parents will enter all college data into the Naviance™ system.

Analysis

- Individual students, their parents and the counselor will analyze each student's individual performance, and their progress towards meeting Tassajara Prep's graduation requirements.
- The school faculty will analyze student grading data to identify students who might need additional support. They will do this every five weeks for individual students, as well as school-wide at least two times per year.
- Tassajara Prep's Site Board will review the data at least two times per year.

Reporting

- Results from all of the tools listed above will be available for each student and his parents to view at all times via a secure web-based SIS platform that can be accessed from any internet connection or on specifically designated computers at the school during regular operating

hours.

- Annually, the school will publish a School Accountability Report Card (SARC) that will be posted on the school's website and made available in the school lobby.
- On an as-needed basis, the school will publish bulletins reporting general student or school performance data.

Continuous Improvement

- Tassajara Prep is committed to using student performance data to refine and improve the educational program. Specifically, the faculty will devote substantial amounts of time during the Collaboration periods to determine which research-based changes to the educational program the faculty will adopt. Additionally, the school will complete an extensive self-study in an effort to become an accredited school through the Western Association of Schools and Colleges ("WASC").

Tassajara Prep

Family-Student Handbook

2012-2013

Mission

Tassajara Prep will provide a comprehensive college-prep environment that represents the highest academic and civic standards for all students, establishing a solid foundation for success in premier universities and beyond through rigorous curricula, innovative teaching practices, and integration of the latest technology in the classroom.

I. Welcome to Tassajara Preparatory High School

Tassajara Preparatory High School (Tassajara Prep) WELCOMES your family to our community of learners. Tassajara Prep is a school based on the principle that families are their children's first and most important teacher, and we look forward to working, learning, and teaching with you. We deeply value the commitment you have made to send your child to a school of choice and to be a part of Tassajara Prep.

Family–Student Handbook Use and Purpose

This handbook is designed to help Tassajara Prep families get acquainted with the school and to serve as a guide to the policies and procedures that govern Tassajara Prep operations. It explains some of our philosophies, beliefs, structures, procedures, and policies. This *Family–Student Handbook* is intended to be an official procedure guide for your daily interaction with Tassajara Prep. Kindly keep in mind that Tassajara Prep is a growing and changing organization. As such, the school reserves full discretion to add, modify or delete at any time parts of this *Family–Student Handbook*, or the policies and procedures on which they may be based. Tassajara Prep will keep you informed when substantive changes occur.

Charter Schools in California

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishing each such school is a performance contract detailing the school's mission, vision, educational program, goals, students served, methods of assessment, and ways to measure success. A charter school is responsible for meeting state standards, but it is free to develop the curriculum, methods, and mechanisms to best meet and exceed the standards. Charter schools are accountable to their chartering entity—in our case, the State of California Board of Education—to produce positive academic results and adhere to the terms of the charter contract. Charter schools in California are initially granted a charter for three years. At the end of the charter term, schools seek renewal of their charter based on successful academic results and fiscal practices.

Tassajara Prep Governance and Oversight

Tassajara Prep is operated by the Tri-Valley Learning Corporation (TVLC), which also operates the kindergarten-through-eighth grade Livermore Valley Charter School and the 9th -12th grade Livermore Valley Charter Preparatory High School. The TLVC Board of Directors is the governing body of the organization. It is responsible to the chartering entity (the State Board of Education) for ensuring that the requirements of its charters are met and that its schools are legally, financially, and educationally sound. A majority of the TVLC Board must come from the site boards of the schools it operates. The agenda, minutes and meeting dates of the TVLC are published on its Website: www.tvlcboard.org.

The Tassajara Prep Site Board consists of members elected by the families of Tassajara Prep students who serve terms specified in the TVLC By-Laws. (NOTE: The initial members of the Tassajara Prep Site Board were appointed prior to the opening of the school. Elections to fill vacant seats on the board will be held in the early fall of 2012 and in the fall annually thereafter.) The Tassajara Prep Site Board is responsible for oversight of school operations including staffing, educational program development, student activities, budgeting, and policy and procedures. The agenda, minutes and meeting dates of the Tassajara Prep Site Board are published on its Website: www.TassajaraPrep.org.

II. Overview of the Educational Program at Tassajara Prep

Vision

Tassajara Preparatory High School aims to instill our students with a passion for learning and creativity through a partnership of ardent educators, staff, and families. Our graduates will be accomplished communicators and critical thinkers, with a commitment to values of self-discipline, integrity, independence, collaboration, social responsibility, and community service.

Philosophy

Tassajara Preparatory High School will educate students from Dublin and the greater Tri-Valley area whose families are seeking a college preparatory education in a small school environment. All course work at the school will be designed to help students prepare for the rigors and challenges of a four-year college or university. Tassajara Prep will offer a challenging curriculum based upon the California State Standards and admission to the University of California system. Successful completion of the academic program at Tassajara Prep will expose students to the particular academic challenges they will face in college: extensive reading, large-scale research papers and projects, lecture-format classes, and high-stakes testing. In addition, Tassajara Prep students will be practiced public speakers. The culture of the school is built around the ideal of college success for all.

Educational Program Design

The Tassajara Prep educational program design is structured around the concept of “pathways.” A pathway is neither an academically focused major nor a fixed course track; instead it combines a personal goal and a flexible route to its achievement. The choice of a pathway is intended to encourage students to consider the range of opportunities before them and to help them understand the choices they must make and the skills they will have to master to take advantage of these opportunities. Completing a pathway will not shrink a student’s breadth, but allow greater focus in an area of interest and the opportunity to achieve a meaningful goal in a focus of interest.

Pathways at Tassajara Prep are oriented around four core options:

- Arts & Humanities
- Applied Sciences and Technology
- Business and Entrepreneurship
- Sustainability and Environmental Studies

While some course selections are implicit in a given pathway, most of the time students from all pathways will be intermingled in the sections, with a student’s individual pathway reflected in the projects assigned and the student’s own research and reading focus. In the upper grades, opportunities for internships with local organizations and businesses will be oriented around the various pathways and a senior project or thesis centered on the student’s pathway goal is a graduation requirement.

Students will establish their pathway entering 10th grade. Their choice will be based upon their interests, their 9th grade experiences, and guidance from parents and school counselors. The selection of a pathway is not something intended to be taken lightly, but it will certainly be possible to change pathways during a student’s years at Tassajara Prep. Indeed, as students mature, thoughtfully modified goals are to be welcomed and will be accommodated by the school.

Academic Courses

All curricula at Tassajara Prep will be based upon the Common Core State Standards and designed to develop a foundation of basic skills as well as cultivate higher-order thinking and problem solving-skills.

The curriculum will be intellectually challenging and linked to students' lives and interests. Students achieving substantially above grade level expectations will have access to more advanced studies. All students will be required to meet the basic curriculum requirements set by the State of California Board of Education to graduate. In addition, each student attending Tassajara Prep will be required to meet the "a-g" requirements needed for admission to a California State University, a University of California or other institution of higher learning. The following table compares Tassajara Prep's graduation requirements to state graduation requirements and California state university entrance requirements.

Tassajara Prep Graduation Requirements

Academic Subjects	California High School Graduation Requirements	CSU Entrance Requirements	UC Entrance Requirements	Tassajara Prep Graduation Requirements
A : History/Social Science	3 ¹	2	2	3 ¹
B : English	3	4	4	4
C : Mathematics ²	2	3	3	4
D : Laboratory Science ³	2	2	2	3
E : Foreign Language ⁴	1	2	2	3
F : Visual/Performing Arts ^{4,5}	1	1	1	1
G : Electives (College Prep) ⁶	0	1	1	4
Health	0.5			0.5

¹History/Social Science = 1 year of US History/Geography, 1 year of World History/Culture/Geography, & ½ year (semester) of Civics/US Government, & ½ year (semester) of Economics

²Mathematics = CA HS diploma includes 1 year of Algebra I ; CSU/UC and TPHS include Algebra I, Intermediate Algebra & Geometry

³Laboratory Science = 1 year each of Biology and Physical Science for CA HS diploma. Includes Biology, Chemistry and Physics with labs for TPHS

⁴CA High School Requirements of 1 year of *either* Foreign Language or Visual & Performing Arts

⁵Visual/Perfroming Arts = one year of visual and performing arts chosen from the following: dance, drama/theater, music or visual art.

⁶Electives = CSU/UC requires 1 year from approved courses in history, English, advanced Mathematics, lab science, foreign language, social science, or fine arts

Students may satisfy the math and foreign language elements of the "a-g" requirements in 8th and 9th grades.

All students in grade nine, whether or not they are enrolled in a physical education class or participate in a block schedule, will take The State Board of Education (SBE) designated *FITNESSGRAM*® as the Physical Fitness Test (PFT) for students in California public schools.

For more information, see the description on Physical Education in **APPENDIX D – DRAFT COURSE DESCRIPTIONS.**

Additionally, graduates will pursue the following outcomes:

- Complete with a C- or better the UC/CSU entrance requirements (A-G) for college

admission.

- Apply to and be accepted for admission to at least one college.
- Complete California State Standards Exams with Proficiency or above.

Grading Scheme

In calculating a grade point average, the following values apply:

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F	0

Note that there is neither an A+ nor an F-. Meeting every requirement results in a grade of A.

GPA will be based on a 4.0 scale (A=4). One extra point will be added for each A, B, or C grade from approved Honors, Advanced Placement, or transferable college courses, such that an A will equal five points.

The Honor Roll will be awarded by semester in special Honor Roll assemblies. Students maintaining a GPA of 3.33 – 3.74 will be recognized as Honor Roll recipients. Students maintaining a GPA of 3.75 or better will be recognized as Principal's Honor Roll recipients.

Honors Credit

Students ready for and motivated to complete class work that is more in-depth or advanced than prescribed by the California State Standards may, if successful, qualify for honors credit. While some subjects require that honors work be performed in dedicated sections, in most cases all students will be integrated into comprehensive sections, with those enrolled as honors students expected to complete more advanced, complex, or in depth work.

Entering 9th grade students will be evaluated at the beginning of the year regarding class placement. Students will meet with their teacher and a counselor during the first weeks of school, and within one month of the start of school those who are qualified by testing and classroom performance will be offered the opportunity to seek honors credit. This is a decision that must not be taken lightly, and so students and their parents will be counseled on both the benefits and challenges of honors level work. Those who accept will be assigned to an honors section if the subject is one in which such a section is constituted. For other subjects the honors students will be given assignments worthy of honors credit, but they will remain in an integrated section and will not be distinguished from their peers either in group work or classroom participation. Honors credit will be appropriately recognized on a student's transcript.

Modified Block Schedule

Tassajara Prep will operate on a modified block schedule. With this schedule, a class meets for every subject on Monday and Friday for approximately one hour. On other days the class periods are approximately two hours long and half the classes meet each day. Classes that meet on Tuesday and Thursday one week will meet on Wednesday the next; the first week's Wednesday classes will meet on Tuesday and Thursday the following week. This schedule allows for more in depth treatment of subject material during the longer periods during the middle of the week and has been demonstrated to be the

most effective schedule for covering college preparatory material. A sample table of the bell schedule is included below.

Sample

Regular School Hours are 7:00 am - 4:15 pm Monday through Friday

Class	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (bi-weekly)
0	7:10 – 7:45*	7:10 – 7:45*	7:10 – 7:45*	7:10 – 7:45*	Faculty-Tut*	*By invitation
1	7:45 – 8:40	7:45 – 9:45	7:45 – 9:45	7:45 – 9:45	7:45 – 8:40	
2	8:45 – 9:40	10:00 -12:00	10:00 -12:00	10:00 -12:00	8:45 – 9:40	9:00 – 11:00 (S,E)
3	9:45 – 10:40	L 12:00-12:45	L 12:00-12:45	L 12:00-12:45	9:45 – 10:40	Lunch
4	10:45 – 11:40	12:45 – 2:45	12:45 – 2:45	12:45 – 2:45	10:45 – 11:40	11:30 – 1:30 (E,S)
5	Lunch 11:40 – 12:20	Advance Studies 2:50 – 3:10	Advance Studies 2:50 – 3:10	Advance Studies 2:50 – 3:10	Lunch 11:40 – 12:20	
6	12:20 – 1:15	Tutoring* 3:15-4:10	Tutoring* 3:15-4:10	Tutoring* 3:15-4:10	12:20 – 1:15	
7	1:20 – 2:20	A (1,2,3)	B (4,5,6)	A (1,2,3)	1:20 – 2:20	
8	2:25 –2:50				2:25 -2:50	
	Tutoring* 3:15-4:10				Tutoring* 2:55 -4:00	

Saturday Academy: 9:00 am – 1:30 pm (60 hours additional instruction available per year)

Student Advisory

As an integral part of our student support plan at Tassajara Prep, we are implementing a dedicated student advisory class of 20-25 minutes (depending on the day of the week). During this class, which is held at the end of the school day but prior to tutoring, students will meet with a teacher to discuss assignments, challenges and issues in a non-competitive, non-graded class to facilitate their academic and social-

emotional growth. Additionally, as part of the administration's commitment to not interrupt instructional time, the counselor and administrators are free to address small group and school-wide presentations, such as targeted assemblies, counseling topic sessions, or event planning. This time was created above the required instructional minutes. Each teacher will develop a soft curriculum along with school-wide expectations. Another component of this advisory time is a commitment to hold student court and address concerns from the student body and provide bi-weekly resolutions to problems that do not proceed to the administrative level. This advisory period will be reviewed by the faculty and administration on a semester basis and changes may be made to increase efficacy.

Before and After School Tutoring

School will be open to students from 7:10 in the morning until 4:00 in the afternoon. There will be supervised study space and tutoring available to assist students with homework and classroom projects. It is the intent that those students who demonstrate the motivation and dedication to participate in this supervised study and tutoring should find themselves with minimal homework during the rest of the day to interfere with sports and family activities. In addition, there will be a Saturday Academy from 9:00-1:30 (with a lunch break) twice per month for students who seek enrichment activities, extra help with projects, or remedial tutoring. It is the philosophy of Tassajara Prep that time available will not be a constraining factor in enabling student success.

Students with Physical or Educational Disabilities

Tassajara Prep is a member of the El Dorado County SELPA. For complete details on these policies and procedures please refer to Tassajara Prep Policy & Procedure #300-007 Rehabilitation Act of 1973: Section 504 Compliance and Tassajara Prep Policy & Procedure #300-008 Individuals with Disabilities Education Act (IDEA) Compliance.

Student Success Team

Students demonstrating a need for intervention in order to attain the essential standards will be referred to a Student Success Team for evaluation after classroom methods have been exhausted. Students are referred to a Success Study Teams if the staff sees the need to develop an intervention plan for specific identified needs related to a student's academics or behavior. The team will be comprised of the classroom teacher, the counselor, the Principal or designee, other necessary support staff, and the parent or guardian of the child. At Tassajara Prep, we aim to have an inclusive model for our children with special needs. We believe the regular classroom is often the best environment for our special needs children to learn. Students with identified physical, emotional, learning, or developmental disabilities have the right to placement in the least restrictive environment and may receive special education services according to a written Individual Education Plan (IEP).

Student Educational Records

Student records are confidential records. In accordance with state and federal statutes, Tassajara Prep will maintain a system of keeping student records that ensures student and parental rights to confidentiality and privacy. The Principal, or designee, is responsible for implementing federal, state, and local policies and procedures pertaining to student records. No records of students will be released without the express permission of custodial parent(s) and the Principal. Recording of information in student records shall be factual, verifiable, and shall be signed and dated.

The educators shall determine student grades and student evaluation reports. Once recorded, information may not be deleted or destroyed except in accordance with the law. Amending or removal of information shall be done in accordance with the law. A custodial parent or a legal guardian may challenge the content of any part of that student's records by submitting a written request to the Principal. If the request to amend or remove information is refused, the parent or guardian may appeal through the TVLC Grievance Procedure available on its website. Federal law, specifically the Family Educational Rights and Privacy

Act, governs access to educational records. Special education policies and procedures along with other detailed procedural safeguards are available upon request at the Tassajara Prep office. See Policy #300-004 Student Records Maintenance, Access and Confidentiality.

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III. Communication at Tassajara Prep

Tassajara Prep strongly believes that effective communication between the family and the school enhances the education of each child. In the Family/School Compact, parents or guardians along with the Principal pledge to openly communicate and dialogue about the issues, challenges, and successes of their child and the school. The school is committed to an effective communication plan that ensures Tassajara Prep families are well versed in the mission, vision, education program and daily procedures of the school. Communication methods include, but are not limited to, the Tassajara Prep Charter, this Family-Student Handbook, monthly newsletters, an active website, all-school and individual emails, personal phone calls and any other forms of communication that will keep parents and guardians informed of their and their children's rights and responsibilities as members of the Tassajara Prep community.

Communication with the Tassajara Prep faculty and Principal

Parents and guardians are strongly encouraged contact appropriate Tassajara Prep staff whenever a question or problem arises, or to make constructive input on the educational program and extracurricular activities of the school. It is most important that communication begin with the staff member having the most direct contact with the student on the issue at hand:

- Begin by, calling or emailing the teacher concerned. Our staff is committed to acknowledging your call or email within 24 hours. Our teachers have regular office hours, and they can be available at other times if necessary, so if a personal meeting would be appropriate it will be arranged.
- If you believe your issue has not been fully resolved, contact the principal by telephone or email. Again, if a personal meeting is appropriate it will be arranged.

In the event these steps do not result in a satisfactory outcome, please refer to TVLC Grievance Procedure available on its website for information and the steps to undertake a formal conflict resolution process.

Conferences & Grade Reports

One excellent way to communicate with your child's teacher is during the Parent Teacher Conferences. Conferences will be scheduled twice yearly. Remember, these meetings are by no means the only times a parent or guardian may visit with a student's teacher. To schedule a meeting outside regular conference times, parents or guardians should contact the individual teacher as noted above.

To ensure that you and your child get the most out of your meetings, please be on time and follow the following tips:

- Come with prepared questions for your child's teacher
- Take notes during the conference
- Share any important, relevant information (e.g., changes in the child's life)
- Don't compare one child to any other child

IV. Family and Community Involvement at Tassajara Prep

There are many ways that families are expected to be involved and participate at Tassajara Prep. These are detailed in the *Family/School Compact*. Tassajara Prep asks that all families sign the *Family/School Compact* before the first day of school. A copy is available at the end of the handbook for you to complete.

Through the Family/School Compact Tassajara Prep parents or guardians are asked to:

- Provide Home Academic Support by:
 - Ensuring your student comes to school on time, ready to learn and with a nutritious lunch
 - Assisting and monitoring homework assignments
 - Providing a quiet place to work
 - Support school recommended actions
 - Regularly reviewing this agreement with your student
- Provide School Support by:
 - Supporting and adhering to the Tassajara Prep Family Student Handbook, and all Tassajara Prep Policies and Procedures
 - Actively collaborating and communicating with teachers to meet your child's learning needs
 - Attending the two mandatory Parent Teacher Conferences each school year
- Participate in the Tassajara Prep community by:
 - Attending Open Houses
 - Attending school exhibitions of student work
 - Attending any all-school meetings
 - Being an active member of the school community, working to continuously improve the Tassajara Prep community for all students
 - Volunteering your time, talent and resources to assist in school activities, serve on boards, committees and in school organizations, and raise funds to support school programs

Tassajara Prep Support Organizations

To support programs and student events the Tassajara Prep several support organizations will be formed. As members of the Tassajara Prep community you are not required to fundraise, make donations, or volunteer time for student activities in order for your child to attend Tassajara Prep. However, all Tassajara Prep support organizations ask that you to do whatever you can not only through donations but through helping with fundraising and other school support activities.

Tassajara Prep Education Foundation

This foundation is being established as the principal fundraising organization for Tassajara Prep. As an incorporated nonprofit organization it can accept tax deductible contributions from individuals, corporations, and other donors. This organization will seek grants, pursue corporate sponsorship, and manage such large-scale fund raising activities as are appropriate for Tassajara Prep. Those with skills or interests relevant to these activities are encouraged to volunteer as members on the organizations board of directors.

Parent Teacher (Booster) Organization

A Parent Teacher Organization (PTO) at Tassajara Prep will be established as a nonprofit parent-teacher entity whose membership includes all parents or legal guardians and staff at Tassajara Prep. The PTO will be actively involved in providing extracurricular activities, family events, and volunteer opportunities to create and promote a strong community environment at the school. Its mission is to establish a close relationship between home and school by advancing opportunity for all parents to become involved in the Tassajara Prep community. The PTO provides financial assistance to the Tassajara Prep classroom teachers by raising funds for supplemental educational materials. The PTO also provides a forum for sharing information on issues that impact the students in the belief that the team effort of a parent-teacher organization helps to foster the best learning environment.

School Climate Committee (SCC)

Tassajara Prep will form a School Climate Committee to address ongoing issues regarding communication, events, and procedures. It will meet on the first Monday of each month at 4:15-5:30 PM in the Library. The committee will have students, parents, teachers, administrator or counselor, as well as a board member representative. Each meeting will be open to all who wish to attend and will address concerns and issues that arise from parents, the student body, and teachers in a supportive, solution-oriented committee structure. It is important that students have an active and equal role in this committee. Recommendations, if applicable, will move directly to the Tassajara Prep Site Board for review and action.

Volunteering

Volunteering at the school is an excellent way to be involved in the education of your child. Please partner with Tassajara Prep to make this the best school that it can be for your child. Volunteers can do a range of work from helping in the classroom, tutoring small groups, teaching a specialty class, or joining a volunteer committee. Tassajara Prep would not exist without the work of parent volunteers. In order for Tassajara Prep to succeed we need this strong partnership to continue. Ideally, each family will invest 60 hours per year (or approx. 2 hours per week) to help the school achieve its mission and vision. We recognize that each family will contribute in different ways. We welcome the participation of all parents. We have many jobs that can be undertaken during non-school hours. At Tassajara Prep we do not want our families to view involvement as a burden, but rather as an opportunity and privilege. Your support is important to Tassajara Prep and we truly depend on family participation to accomplish our goals. Our detailed volunteer form is attached at the end of the handbook and additional copies are in the office and on the website.

Volunteer Requirements

Tassajara Prep wants to create as safe and secure an environment for our students as we possibly can. Parents who wish to volunteer on campus or serve as drivers and chaperones on school field trips must abide by all applicable laws, agree to abide by the policies of TVLC, and must fulfill all of the requirements necessary to become a "Registered Volunteer" prior to performing volunteer work on campus while classes are in session. Always remember that when working with students and/or student records, confidentiality must be maintained. Volunteers will be asked to sign a confidentiality agreement to this effect at the Volunteer Training Session. The cost of fulfilling all volunteer requirements will be borne by the volunteer applicant. In the event of financial hardship please contact the Tassajara Prep administration for special consideration.

Registered Volunteers need to complete the following requirements:

Background Check: Volunteer applicants are required to complete a registration form giving TVLC permission to have fingerprint criminal background checks. Background check packets containing

instructions and all the required forms are available at the school office. Once fingerprinting is completed it is good for the term of your volunteer service with TVLC. The TVLC Custodian of Records will handle the information returned from the DOJ in a strictly confidential manner. TVLC will receive periodic “arrest notification” updates on all registered volunteers. If you experience an incident that will trigger an “arrest notification” you are advised to inform the Tassajara Prep Administration. Failure to do so may result in the termination of your volunteer service. Upon permanent retirement from volunteer service with TVLC, the Registered Volunteer must notify the Tassajara Prep Office Manager so that TVLC can file a “No Longer Interested Notification” as required by the DOJ. Please refer to Tassajara Prep Policy #400-001 Criminal Background Checks; Tassajara Prep Policy # 400-009 Criminal Offender Record Information; Tassajara Prep Policy #400-010 Disqualifying Criminal Offenses.

Tuberculosis (TB) Testing: Registered Volunteers of Tassajara Prep must submit written proof from a physician of an examination for tuberculosis (TB) every two years showing that they are free of active TB. Food handlers will be required to have annual TB exams. The examination for tuberculosis consists of an approved intra-dermal 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. Documentation of volunteer compliance with TB exams will be kept on file in the office. For detailed information, please refer to Tassajara Prep Policy #400-005 Tuberculosis (TB) Testing.

Training: Registered Volunteers must attend a volunteer training session.

Procedures

Registered Volunteers must sign in and sign out at the office and wear their identification badges at all times while on campus. Volunteers in the classroom are not allowed to have other children accompany them during their volunteer service, without exception. This policy ensures safety, minimizes classroom interruption, and promotes full concentration in each learning activity. Please refer to TVLC Policy #400-006 which outlines volunteering on campus.

At-Home Volunteers

Parents who wish to perform volunteer work for Tassajara Prep from their home are not required to have finger print criminal background checks performed or provide proof of current TB testing. The same applies to those whose volunteer work, such as participation on a committee, does not bring them in contact with students.

V. Health and Safety at Tassajara Prep

Student Health

The school office and administrators must be notified if a student with a medical or health condition requires accommodations at school in order to participate in the educational program. The Principal, or designee, will arrange a meeting with the parent or guardian of the child to develop an accommodation plan for the student's medical or health condition. Students with diabetes, severe asthma, or severe allergies should have an accommodation plan at the school.

Illness

We wish to provide a healthy environment for students. For the sake of others, as well as your own child, parents are asked to keep home any child who has a fever of 100.1 degrees or higher or who shows other symptoms of illness such as a runny nose when the mucus is thick and green or yellow; cough or congestion that interferes with breathing and/or if wheezing; a rash of unknown origin; diarrhea, vomiting, or severe headache. A rash of unknown origin or contagious rash requires a certificate from your physician stating the student may return to school.

A student suspected of having a communicable disease may be excluded from school until guidelines for readmission are met. A student should be free from fever or contagious disease for 24 hours before returning to school. Should a student become ill at school they will be referred to the office where an evaluation of the illness

Communicable Diseases

Communicable diseases can spread quickly through a school and dramatically affect the attendance and learning of children. If your child has a contagious disease, he/she should be kept at home and his/her condition reported to the school. Once a contagious disease has been reported to the school, an exposure notice containing information about the disease will be sent home to the parents of every student in the class of the affected student. Contagious diseases include illnesses such as:

- Amebiasis, Measles (Rubella)
- Campylobacteriosis, Meningitis, Bacterial
- Chickenpox, Mumps
- Common Cold with fever Pink Eye (Conjunctivitis)
- Diphtheria, Ringworm
- Fever Rubella (German measles)
- Fifth disease (erythema infectiosum)
- Salmonellosis
- Gastroenteritis, Viral Scabies
- Giardiasis, Shigellosis
- Head Lice, Streptococcal disease (Strep Throat)
- Hepatitis, Viral, Type A Tuberculosis, Pulmonary
- Impetigo, Whooping Cough (Pertussis)
- Influenza

Students with AIDS/HIV infection shall be excluded only when the child's physician determines that a severe or chronic skin eruption or lesion that cannot be covered poses a threat to others. The child's

parents and physician will be advised in the case of measles, mumps, rubella, or chickenpox outbreaks in the school that may pose a health threat to the immune-suppressed child.

If a student's medical status changes, parents should provide the health office with a physician's written verification of the student's medical issue, especially if it impacts in any way on his/her ability to perform schoolwork. If necessary the Principal, or designee, will arrange a meeting with the parent or guardian of the child to develop an accommodation plan for the student's medical or health condition. The school office will notify the student's teacher(s) of any medical status changes. Please refer to TVLC Policy #400-016 Communicable Disease Control.

Returning to School after an Illness or Prolonged Absence

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by their health care provider to attend school, including any recommendations regarding physical activity limitations. A student returning to school with sutures, casts, crutches, a wheelchair, or orthopedic brace(s) must have a physician's written permission to attend school and must comply with any safety procedures required by school administration.

Medications at School

Medications will be given at school only if they must be administered during school hours. Medications should be delivered to the school by the parent/guardian. PLEASE DO NOT PUT MEDICATION IN LUNCH BOXES OR BACKPACKS OR POCKETS. The medication must be in the original container, with the student's name, dosage, and frequency clearly labeled. (Pharmacies will provide a duplicate container for school use upon request.) The appropriate release/consent form for giving medication at school must be completed and signed by the parent and physician and will be kept on file in the health office. All medication will be locked in a secure appropriate storage location and dispensed and logged by designated school staff. Designated school staff will return all surplus medication to the parent/guardian upon completion of the treatment regimen or prior to summer break. On a case-by-case basis, after consulting with the child's physician and parent/guardian, the Principal, or designee, may approve a student to carry with him/her any required medication for an identified medical condition that may require self-administration of the medication, such as but not limited to, severe asthma and/or allergies, diabetes, or seizures. Please refer to TVLC Policy # 400-017 Medication Administration.

Restricted Physical Education Activities

If, for any reason, you feel your child should have restricted physical activity, please provide a note for the health office. For releases from PE activity for a period of longer than 3 days, please provide the office with note from your child's health care professional stating the reason and the length of the restriction. During this time, alternative assignments will be given for equal credit. This information will be forwarded to both the classroom and the PE teacher.

Emergency Medical Care and Basic First Aid

Tassajara Prep staff will be trained in First Aid and CPR. In the event of a life-threatening situation Tassajara Prep will call 911. For other injuries and illnesses that may occur, Tassajara Prep will provide basic first aid and notify the people listed on the Blue Emergency Card in the priority indicated. Parents should keep student health information and emergency contact information up to date; having current information is of critical importance should an accident, illness, or injury occur that requires medical attention.

Ready to Learn Policy

Parents are responsible for ensuring their child comes to school each day ready to learn. Students are "Ready to Learn" if they:

- Have received a good night's sleep
- Have eaten a complete and nutritious breakfast
- Come to school dressed in clean, appropriate clothing
- Practice good hygiene (i.e., hair is washed and combed, teeth are brushed, etc.)
- Come prepared with homework completed

Food and Nutrition

In order for your child to learn as best as possible each day, he or she requires a nutritious, well-balanced diet. Please make every effort to feed your child a nutritious breakfast each day before school. Our school cannot provide snacks each day, we will have no vending machines available, and our school day is longer than others. Your child will get hungry. Send your child to school each day with a healthy, adequate snack, lunch and non-perishable drink.

Hygiene

As a part of coming to school "Ready to Learn," your child needs to come to school clean. Good hygiene for children includes bathing on regular basis along with brushing their teeth and brushing or grooming their hair each day. With older students, body odor can become an issue. Children will be active each day. Please do not hesitate to send antiperspirant or deodorant to school with your students especially on their designated PE days. Children can become the target of teasing and avoidance by other students if they constantly come to school untidy. Please help your child develop good hygiene habits.

Sleep

It is very important for your child to get the appropriate amount of sleep. As active, growing individuals, children require anywhere from 8 to 10 hours of sleep nightly. A routine is often helpful in making sure your child gets enough sleep. Please set a regular bedtime for your child and enforce it. Help your child get the proper amount of sleep they need each night.

Teen Suicide Prevention

Suicide is a significant cause of death among American teenagers, and Tassajara Prep is committed to doing everything possible to prevent this tragedy. As stated by the National Association for School Psychologists:

It has been well documented that children exposed to violence, life-threatening events or traumatic losses are at greater risk for depression, alcohol and substance abuse, and suicide. In the aftermath of tragedies such as the September 11 terrorist attacks, a school shooting, natural disaster, or even a personal crisis, students may display warning signs of suicidal behavior. Parents and school personnel should be particularly observant of children and youth who may be more vulnerable because of individual circumstances. This includes youngsters who have experienced a personal loss, abuse, or previous traumatic event or who suffer from depression or other mental illness. Youngsters who have these risk factors *and* who have been directly impacted by or witnessed another crisis are most vulnerable.

Although many suicidal children and adolescents do not self-refer, they do show warning signs to their peers, parents or trusted school personnel. Never ignore these signs. Suicide can be prevented with proper intervention. Warning signs may not appear during the immediate aftermath of a tragedy. Parents and school personnel must be good listeners and observers over the weeks to follow. Below are some guidelines for intervening with an at-risk student.

Warning Signs of Youth Suicide

Suicide notes: These are a very real sign of danger and should be taken seriously.

Threats: Threats may be direct ("I want to die." "I am going to kill myself") or, unfortunately, indirect ("The world would be better without me," "Nobody will miss me anyway"). In adolescence, indirect clues could be offered through joking or through references in school assignments, particularly creative writing or art pieces. Young children and those who view the world in more concrete terms may not be able to express their feelings in words, but may provide indirect clues in the form of acting-out, violent behavior, often accompanied by suicidal/homicidal threats.

Previous attempts: Often the best predictor of future behavior is past behavior, which can indicate a coping style.

Depression: When symptoms of depression include pervasive thoughts of helplessness and hopelessness, a child or adolescent is conceivably at greater risk for suicide.

Masked depression: Risk-taking behaviors can include acts of aggression, gunplay, and alcohol/substance abuse.

Final arrangements: This behavior may take many forms. In adolescents, it might be giving away prized possessions such as jewelry, clothing, journals or pictures.

Efforts to hurt oneself: Self-mutilating behaviors occur among children as young as elementary school age. Common self-destructive behaviors include running into traffic, jumping from heights, and scratching/cutting/marketing the body.

Inability to concentrate or think rationally: Such problems may be reflected in a student's classroom behavior, homework habits, academic performance, household chores, even conversation.

Changes in physical habits and appearance: Changes include inability to sleep or sleeping all the time, sudden weight gain or loss, disinterest in appearance, hygiene, etc.

Sudden changes in personality, friends, and behaviors: Parents, teachers and peers are often the best observers of sudden changes in suicidal students. Changes can include withdrawing from normal relationships, increased absenteeism in school, loss of involvement in regular interests or activities, and social withdrawal and isolation.

Death and suicidal themes: These might appear in classroom drawings, work samples, journals or homework.

Plan/method/access: A suicidal child or adolescent may show an increased focus on guns and other weapons, increased access to guns, pills, etc., and/or may talk about or allude to a suicide plan. The more planning that takes place, the greater the potential is for an actual attempt.

Tips for Parents and Families

Do not be afraid to talk to your child:

Talking to your children about suicide will not put thoughts into their head. In fact, all available evidence indicates that talking to your child lowers the risk of suicide. The message is, "Suicide is not an option, help is available."

Listen to your child's friends: They may give hints that they are worried about their friend but be uncomfortable telling you directly. Be open. Ask questions.

Suicide-proof your home: Make the knives, pills and, above all, the firearms inaccessible.

Utilize school and community resources: This can include your school psychologist, crisis intervention personnel, suicide prevention groups or hotlines, or private mental health professionals.

Take immediate action: If your child indicates he/she is contemplating suicide, or if your gut instinct tells you they might hurt themselves, get help. Do not leave your child alone. Even if he or she denies "meaning it," stay with the child. Reassure them. Seek professional help. If necessary, drive your child to the hospital's emergency room to ensure that they are in a safe environment until a psychiatric evaluation can be completed.

Tassajara Prep intends to be proactive rather than reactive in dealing with the problem of teenage suicide. For further information families may consult the website:

http://www.nasponline.org/resources/crisis_safety/savefriend_general.aspx.

Please feel encouraged to contact a school counselor or any other staff member if you have any concerns whatever.

Student Safety

Tassajara Prep takes student safety seriously. A safe learning environment allows children to grow and attain success. If students, families, and staff are worried about their environment the opportunities for learning will be missed. If at any time you or your child has a safety concern, please bring it to the attention of an Tassajara Prep staff member immediately. We *will* deal with the issue.

Non-Motorized Transportation

Bikes, scooters, skateboards, and skates may not be ridden on campus. Students are to store skateboards and skates in the area designated by their classroom teacher. Bicycles and scooters should be locked in the school's bike racks. After locking their bike or scooter, students are to leave the area immediately. If these items are used inappropriately, the staff will confiscate them and parents will be called to pick them up at the office. Tassajara Prep is not responsible for lost, stolen, damaged or misplaced property regardless of whether or not it was confiscated by staff.

Emergency Drills

Emergency drills are a precautionary measure for the safety of all individuals on campus. Regular emergency drills for students will be conducted to ensure orderly movement and placement of students in the safest available locations. Tassajara Prep will conduct monthly drills that will reinforce proper exit routes and safe student conduct while exiting the school buildings in a quick, quiet, and orderly manner to a designated meeting location a safe distance from school buildings. Tassajara Prep will partner with Dublin Fire Services to instruct students and staff in fire prevention and safety. Tassajara Prep staff and

students will receive instructions in accordance with the school's emergency plan. The exit plan for each room on campus will be posted inside the room beside the exit door(s). Tassajara Prep will conduct other emergency drills such as Duck, Cover, and Hold; Lockdown; and Shelter in Place on a regular schedule to ensure that students and staff are familiar with all emergency procedures.

Disaster Plans

In the event of a natural or manmade disaster (including earthquake, fire, chemical or biological release, intruder on campus, lockdown, broken gas main, flooding, etc.), Tassajara Prep will work with local authorities to maintain a safe and controlled environment for all students and staff. The best way to achieve this goal is to be prepared ahead of time for all possible events.

Parents will fill out the Disaster Contact Form with the names and telephone numbers of designated persons authorized to remove their child from school.

In the event of a disaster, anyone removing a child from campus will be required to show a photo ID and sign the child out of school before removing them.

Parents must inform the designated persons that they will be required to show a photo ID when they come to sign the child out of school.

To prepare the staff for various disasters or emergencies the Tassajara Prep Health and Safety Committee will provide training sessions for staff that will include CPR and First Aid and Disaster Preparedness training based on the Standardized Emergency Management System (SEMS) model. The staff will be familiarized with the plan for long-term evacuation in case buildings are rendered uninhabitable. They will also be trained on how to evacuate the school population to a safer location if advised to do so by local authorities.

Campus Security

Student safety and security is a priority at Tassajara Prep. All school staff and Registered Volunteers have completed thorough background checks have been issued photo identification badges for ease of recognition. All campus visitors (non-volunteer parents, grandparents, guest speakers, contractual workers, vendors, etc.) are required to first go to the school office and produce photo identification. Once office staff obtains clearance, the individual is issued a temporary photo ID badge that must be worn and visible at all times.

Safe Facilities

Tassajara Prep will adhere to all applicable local and state building codes and life-safety codes. In addition, written notification will be posted on the school premises 72 hours prior to the application of any pesticide. The least toxic pest management practices will be the preferred method of managing pests at the school site. Please refer to TVLC Policy #400-011 Safe Facilities.

Child Abuse

According to state law, school employees must report reasonable suspected cases of neglect, non-accidental injury, or sexual offenses against children to Child Protective Services or local law enforcement agencies. Tassajara Prep is not required to inform parents or guardians if Child Protective Services is notified of suspected abuse. State law protects Tassajara Prep and its staff who are required by law to report reasonable suspected abuse from civil or criminal liability. Please refer to Tassajara Prep Policy #400-002(A) Reporting Suspected Child Abuse/Neglect.

VI. Family, School, and Student Policies

The goals of the Family, School, and Student Policies at Tassajara Prep are to ensure the safety of the school environment and to optimize each child's learning. Therefore, Tassajara Prep has attempted to develop policies that have very clear consequences for children and families. They lay out the expectations of students who attend Tassajara Prep and the consequences that follow when these policies are violated.

The Three School Rules: Be Safe, Be Respectful, and Be Responsible

These rules will be evident, and taught on campus and in the classroom. They will be reinforced frequently as the need arises and the school matures. Students are expected to take responsibility for their actions. Our discipline policy is referred to as "progressive discipline." This means that should an infraction be repeated, the next resulting consequence may be more significant than the preceding consequence. A STEP process of corrective behavior is initiated when a student violates a classroom and/or school rule. For each subsequent infraction another STEP is issued. If two (2) STEPS—infractions—are accumulated, a parent conference will be initiated to develop a behavior intervention program through the counselor. If a student reaches three (3) STEPS, the student will face a suspension. If a student chooses to break the rules, a consequence will follow. Parents will be informed when STEPS are issued via the *Disciplinary Incident/Action Notice*.

Student Code of Conduct

In order to ensure that Tassajara Prep is a place where learning is a priority, the school must be safe at all times. Any student action or intention that can be deemed as violating the safety of oneself or others can result in serious consequences. Tassajara Prep asks that community members (students, staff, parents, volunteers) follow the Guiding Principles to ensure that we are always making positive contributions to the daily life at Tassajara Prep. The following is a non-exhaustive list of Code of Conduct and Guiding Principle violations:

- Verbal abuse of others (using profanity, etc.)
- Intentionally hurting another person
- Willful acts of disobedience or defiance
- Threatening others physical or emotional safety
- Classroom disruption

Expected Conduct

Tassajara Prep is dedicated to providing a safe and nurturing learning environment for all our students. Limits are clearly set and our school conduct rules are listed below:

- Be safe, respectful, and responsible
- Follow directions
- Abide by all school, classroom and campus rules
- Show regard for people and property

Unacceptable Conduct

The following types of conduct are considered unacceptable and will be subject to discipline:

- Disorderly conduct such as fighting, rock throwing, kicking, disobeying school personnel, and disruptive behavior in the classroom

- Verbal abuse such as swearing, talking back, or making fun of another individual
- Stealing, such as taking any school property or an individual's property
- Destruction of property, such as writing on walls or books, ripping or tearing pages of books, breaking equipment, or in any other way damaging school or another person's property
- Any other misconduct that needs attention

Extra-Curricular Eligibility

Participation in extracurricular activities such as sports, clubs, and school dances is a privilege accorded to students demonstrating satisfactory behavior and academic achievement. Students who have been suspended within the past 30 days will require the permission of the principal to participate in extracurricular activities. Students with any grade below a C- or a GPA below 2.25 must have a remediation plan agreed to by the student's counselor and relevant teachers in order to participate in extracurricular activities. The California Interscholastic Federation, which is the governing organization for Tassajara Prep's interscholastic sports activities, requires that a student maintain a 2.0 GPA with no F's, to participate in extracurricular sports.

Items Prohibited at School

State law expressly prohibits explosives, knives, firearms, or imitation firearms, weapons or other dangerous objects, tobacco, alcohol, and other controlled substances from school grounds. Possession of any of these items will lead to disciplinary action. Bringing weapons of any kind onto campus are grounds for immediate suspension and processing for expulsion.

Personal items such as toys and games shall not be brought to school without prior teacher approval for planned school activities. Items that are disruptive and/or can cause a safety hazard do not belong at school. Our main responsibility is to provide an environment that is safe and conducive to learning. The school does not accept liability for the loss of students' personal property and therefore, discourages it from being brought to school. School personnel may confiscate any item that is not used appropriately. Tassajara Prep is not responsible for lost, stolen, damaged or misplaced property regardless of whether or not it was confiscated by staff.

Specifically, Tassajara Prep prohibits the following items on school campus:

- All weapons or devices that may be used to harm others. This includes chains that may be attached to wallets
- Imitation guns, water pistols, water balloons, squirt tubes
- Matches, lighters, firecrackers, caps, fireworks
- Pepper spray, tear gas, etc
- All controlled substances such as tobacco, drugs or alcohol
- Permanent markers
- Large amounts of money, card collections, etc.
- Laser pointers

Harassment

Harassment of students, staff, and parents is prohibited. Depending on the circumstances, harassment can include such conduct as verbal or physical threats or abuse; physical acts of aggression or intimidation; "fighting words;" and plainly offensive language, such as racial or ethnic slurs or vulgar, lewd, or obscene language. Please remind your child that if he/she believes, or you believe based on conversations with your child, that he/she has been subjected to harassment, to report the inappropriate behavior to a teacher,

Principal, or designee immediately. Students who engage in harassment shall be subject to disciplinary action.

Bullying

Bullying is a repeated action, which makes a child feel uncomfortable, insecure, intimidated or threatened. It is defined as repeated unwelcomed physical contact with intent to harm, embarrass or demean another student; verbal abuse, including teasing, name calling, and harmful gossip; and emotional abuse, including humiliation, shunning, and exclusion.

TVLC believes that every child has the right to a safe and secure environment in which to learn and achieve success. The School disapproves of bullying in all its form and considers it a most serious offense. Students caught bullying, or students participating in the action as an active spectator—by encouraging the behavior to continue—can face suspension. The Principal and staff will take the lead in creating a climate in which pupils will report immediately any bullying incident in the expectation that it will be dealt with promptly and firmly.

Sexual Harassment

Sexual harassment by staff, students, or parents is prohibited on campus and during school related activities. Unwelcome sexual advances, requests for sexual favors, and other unwelcome written, verbal or physical conduct of a sexual nature may, in certain circumstances, constitute sexual harassment. If a person believes he/she is a victim of sexual harassment, he/she should tell the harasser to stop and immediately report the harassment to the Principal, or designee, teacher, counselor, or other adult in authority. In addition, he/she should consider either filing a formal complaint against the harasser or informing his/her parents so they can contact school officials. A substantiated charge of sexual harassment will lead to disciplinary action. Detailed procedures for reporting and resolving sexual harassment complaints are contained in the TVLC Sexual Harassment Policy. Please refer to TVLC Policy #400-003(A) Sexual Harassment (Employees) and TVLC Policy #400-004(A) Sexual Harassment (Students).

Drug, Alcohol, and Smoke-Free Environment

Tassajara Prep is committed to providing an environment free of drugs, alcohol, or tobacco products in order to promote a safe environment that is conducive to maintaining good health and high standards of learning. Bringing onto school premises, possessing, using, or being under the influence of intoxicating beverages or drugs while on school premises or at any school-sanctioned activity is prohibited and will result in disciplinary action. Please refer to the Tassajara Prep Disciplinary Policies for further information. Smoking is prohibited on school premises, and on all Field Trips. Please refer to TVLC Policy #300-003 Student Suspension and Expulsion; TVLC Policy #400-008(A) No Smoking.

Respect of Property and Student Liability

Building upon the need to have a safe and nurturing school, students must respect the property of the school and others at all times. Any student action or intention that can be deemed as damaging the property of the school or others can result in serious consequences. Examples of property violations include:

- Stealing
- Defacing school property or property of others
- Unauthorized use of equipment

Students who cut, deface, or otherwise damage any school property may be suspended or expelled from school. Under California law, parents or guardians are liable for damages done to school property by their children.

Good Neighbor Policy

Tassajara Prep shares boundaries with several private residences. We expect our community members to respect the privacy and property of our neighbors. All of us play a role in building positive relations with the community at large. Please be considerate of school neighbors and do not block driveways or park illegally.

Attendance

At Tassajara Prep, we view every day as an essential learning opportunity. The school year is comprised of 180 days of instruction and we would like to see all of our students for all 180 days. While we know that children do occasionally get sick and that it is not in their best interest or those of their classmates for students to be at school when they are too ill to learn, we expect excellent attendance of all of our students. Regular attendance and being on time is critical to the learning process and helps students develop a good attitude toward school, as well as important time management skills for their future. Tassajara Prep, like all public schools in California, does not receive Average Daily Attendance (ADA) funding, the main funding mechanism of our school, for any student absence, whether it is excused or unexcused.

Parents/guardians are encouraged to schedule doctor, dentist, and other appointments for students at times outside the school day. If an appointment must be made during school hours, please schedule it at the end of the school day, as Tassajara Prep is only funded if a student is present when attendance is taken.

Additionally, Tassajara Prep requests that family vacations be scheduled during summer and school recess periods whenever possible. If a child is sick and cannot function at school, please keep them home to rest and recover. The school office should be informed promptly if your child has a communicable disease so that we can notify other parents, if necessary.

Students are required to make up any and all work missed during any absence period. Students and parents are responsible for contacting teachers to receive make-up work missed during any absence. In order to participate in any extra-curricular after school or evening activity, students must be present at school the entire day, and may not leave school before the regular dismissal time without prior approval. Please refer to TVLC Policy # 300-001 Student Attendance for detailed information regarding the information discussed below.

Excused Absences

Excused absences are absences where a student is too ill to report to school or has a medical, legal, or personal appointment, or a family emergency. All absences require appropriate documentation (i.e. note from home, a note from a doctor or medical facility, court documents, etc.). If appropriate documentation is not provided, the absence will be considered unexcused.

A parent or guardian must notify the school the **same day** of the absence by telephone (456-9000) or in person. A parent/guardian must phone in their student's absence to the attendance by 8:30 a.m. If the school is not notified and the student does not report to school the next day with a note, the absence will be considered unexcused (see below). If a child exceeds ten excused absences, the school will require a conference between parent, student, and the Principal, or designee, to devise an action plan for ensuring the child does not fall behind in school.

Independent Study Contracts

Tassajara Prep can receive ADA funding if a student enters into an Independent Study Contract. Independent Study Contracts are an excellent way for students to stay up to date with assignments and connected with their school life. Candidates for Independent Study Contracts include students who will miss school for an extended illness, injury or bereavement. Parents are respectfully asked to notify the Principal with as much advance notice as possible. The Principal may grant requests for Independent Study for reasons other than extended illness, injury or bereavement.

Tassajara Prep and its staff understand that family trips can occur during the school year, and although Tassajara Prep and its staff highly discourage such absences from school, it is feasible for a family trip to be an excused absence if and only if the student completes and independent study contract as per Section E of the TVLC Policy #300-001 Student Attendance. If any portion of Section E is not strictly adhered to, then the independent study contract will be considered null and void and the absences that are the result of a family trip will be recorded as unexcused. Students shall be given the opportunity to complete a written independent study contract during a planned absence or to make up work missed as a result of excused absences.

The following guidelines shall apply:

- The parent and student shall be responsible for initiating the request for an independent study contract and for obtaining the requirements of or the completion of makeup assignments
- No student is entitled to independent study without approval by the principal
- Requests for independent study contracts must be given to the principal in advance of the planned consecutive absences. The number of days in advance that the request for an independent study contract must be given to the principal is equal to the number of days that the student will be absent from school. As an example, if the student will be absent for five (5) consecutive days, then the request for an independent study contract must be given to the principal five (5) days in advance of the planned consecutive absences. If the consecutive absences are unplanned due to an illness or injury the request for independent study must be given to the principal within 24-hours of the illness or injury occurring.

Properly completed independent study contracts and makeup work shall be graded equivalent to the same work done by the non-absent students. Teachers are not obligated to provide makeup assignments nor accept makeup work after three school days have elapsed since the excused absence ended.

Unexcused Absences

An unexcused absence occurs when a student is absent from school or class without a valid excuse. Such an absence could occur if a student simply skips school or fails to attend a class or classes after arriving at school. An unexcused absence could also result from participation in a school activity where the student did not follow established procedures for approval; absence for reasons, such as family trips or emergencies that are not covered by an independent study contract within TVLC policies; or absence from school or class where the student and/or parent/guardian failed to follow established procedures for either checking out of school. It is the responsibility of the parent and student to establish the excused nature of the absence to the satisfaction of the principal or designee. All absences, which are not cleared within two (2) days after a student's return to school, will be recorded as unexcused.

A student with one or more unexcused absences will participate, along with his or her parents/guardians, in a meeting with the Principal in order to address the truancy issue and to establish a plan to eliminate the truancy problem. If the problem persists, the Principal has the authority to take disciplinary action against the student. Three or more unexcused absences can result in the student being classified as a habitual

truant. Students who are habitually truant may be referred to the appropriate law enforcement agency. TVLC Policy #300-001 (Student Attendance) details procedures for the school's approach to dealing with unexcused absences.

Tardiness

School begins at 7:45 A.M. Teachers will begin teaching promptly. All students are expected to arrive at school on time. If a student is repeatedly tardy, his/her parents or guardian will be contacted to discuss options to improve timeliness.

- Three (3) Tardies—Official notices from the school
- Five (5) Tardies—Intervention Conference with student, parent/guardian and counselor or designee; attendance plan will be developed
- Eight (8) Tardies—Second Intervention Conference with student, parent/guardian and Principal or designee; attendance plan will be reviewed and re-drafted (if necessary) with counseling support as appropriate
- Twelve (12) Tardies—Student may be suspended or expelled from school as per TVLC Suspension and Expulsion Policy # 300-003

Dress Code Guidelines

The purpose of the dress code is:

- Encourage the attitude that school is a place to learn
- Ensure a focus on learning in the classroom
- Enhance safety during work and play
- Encourage greater respect and appreciation towards one another
- Promote neatness and modesty

Students should wear clothing and shoes appropriate for the weather and for fully participating in school activities. It is an observable fact that students do better academic work when neatly dressed. There is also a tendency to treat one another with greater appreciation and respect. With this in mind, Tassajara Prep requests that students comply with the following dress code:

No logo wear is permitted that represents hate images; hate speech, discrimination, gangs, contraband, or sexually explicit messages or references (e.g., sexually explicit language or graphics, alcohol, tobacco, illegal drugs, or weapons.) Clothing, school supplies, lunch boxes, backpacks, jewelry, and headwear that fall into the categories above are likewise not permitted.

The following articles of clothing are not permitted:

- See-through or revealing shirts
- Backless tops, strapless tops, or tank tops
- Halter tops or dresses
- Low-cut tops or dresses
- Bare-midriff tops
- Clothing that fails to conceal undergarments

- Shorts or skirts shorter than their middle finger when arms are held down by their sides and also not more than 5 inches above the kneecap when kneeling
- Pajamas or slippers*
- Extremely tight or excessively oversized clothes
- Pants and shorts must be worn above the hip bones. Pants and shorts may not "sag"

Headwear and dark glasses may be worn outside only. The principal or his designee may make exceptions for special days, special events, other school activities, or medical necessity.

Shoes should be solidly on the student's feet to help ensure safe participation in school activities (e.g. physical education, recess, etc.). No "flip-flops," backless sandals, high heels, or shoes with wheels (hidden or exposed) are permitted. Tight, open-toed sandals are permitted.

Any clothing, jewelry, or accessories that create safety or health concerns or cause or threaten to cause a disruption to the educational process is prohibited (e.g. long earrings, chain belts, etc.)

- No earrings longer than 1/2 inch may be worn
- No key chains or metal fasteners longer than 8 inches may be worn with clothing
- No body piercing of any type other than the ear may be displayed
- Tattoos may not be displayed

The dress code is not negotiable and Tassajara Prep staff reserves the right to determine if a student is in violation of the dress code. Repeated violations of the dress code shall be considered grounds for disciplinary action. Please refer to TVLC Policy #300-002 Student Dress Code. No dress code restriction shall be enforced in a manner that restricts a student's observance of his or her religious faith.

Cheating/Plagiarism Policy

Students are responsible for being honest on assignments and test and not copying the work of others. Cheating and plagiarism are not acceptable as such behavior undermines the learning process. Cheating and plagiarism include:

- Copying or using the work of another and presenting it as one's own
- Using "cheat sheets," looking at another student's test, or any other assistance unauthorized by the teacher
- Assisting or providing another student with the opportunity to cheat
- In PE, taking unauthorized short cuts on the run and fitness activities
- Talking during or after a test, before all tests have been collected

Students involved in cheating and plagiarism will be dealt with in a consistent manner regardless of the weight of the assignment or the importance to a student's grade for the class. If it is determined by the teacher that cheating has occurred, the following consequences are possible:

- The student will be issued a zero for the assignment and make-up work will not be allowed
- The teacher will document the incident by contacting the parents and notifying the all teachers on campus

* The principal or his designee may make exceptions for special days, special events, other school activities, or medical necessity.

- Repeated offenses of cheating will result in additional disciplinary action, including suspension

Internet Use Policy

The Internet is a place for the exchange of ideas and information. Accordingly, the Internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. Anyone accessing the Internet via Tassajara Prep is required to sign a *Tassajara Prep Appropriate Internet Use Agreement*. Tassajara Prep provides students with Internet access to further their education and research. However, the access the Internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Every reasonable effort is made to protect our students from such cyber intrusions. Despite the risks, TVLC believes that the value of the educational information available on the Internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes. The *TVLC Appropriate Internet Use Procedures* ensure that student and volunteer access to and use of the Internet is consistent with the educational goals and purposes of Tassajara Prep. The *TVLC Appropriate Use Procedures* set forth student responsibilities and duties when accessing and using the Internet through TVLC equipment and resource network. TVLC has deemed certain uses of the Internet inappropriate for an educational setting and therefore, not appropriate for use with TVLC equipment and resource networks. TVLC stresses that an inappropriate use does not always mean that the use is in itself “bad” or illegal, but only that the use does not further the educational goals and purposes of the School. Students are reminded that their use of TVLC equipment and resource networks reflect upon the School, and students should guide their activities accordingly. All students, with supportive signatures of parents or guardians, will sign the *TVLC Appropriate Use Agreement* prior to any Internet Access at the School.

Cell Phones and Other Electronic Communications

Tassajara Prep understands that families have come to depend upon cell phones, pagers, and other means of wireless electronic communication to arrange transportation and after school activities as well as for other routine family communications. With this in mind, students are permitted to bring cell phones and other electronic communications devices to school with them. The use of these devices during classroom and other instructional activities, however, is disruptive to the educational process and can enable cheating and other improper activities. Therefore, all electronic communication devices must be *turned off, not just silenced*, throughout the school day, with the exception of the lunch period. Students caught with an electronic communications device turned on will have it confiscated for the remainder of the school day. Multiple violations will result in further disciplinary action.

In the event of an emergency, parents or guardians should contact the school office, upon which the student will be immediately removed from class and placed in direct communication with his or her family.

Search and Seizure

It is the responsibility of the school to protect the health, safety, and welfare of all students and staff. School officials may search students, their property, and /or the property of the school under their control and may seize illegal, unsafe, or prohibited items. The TVLC Board of Governance requires that discretion, good judgment, and common sense be exercised in all cases of search and seizure.

Search of Lockers and Desks

The school controls student lockers, desks, and cubbies. Staff will regularly conduct a desk and locker inspections for cleanliness. School officials can also order an inspection of a desk or locker at any time without notice and without consent if reasonable suspicion exists that a law or school rule has been violated or that the health, safety, or welfare of students or staff may be in danger.

Search of Student's Person

Search of a student's person, bag, or purse shall be undertaken only if there are reasonable grounds to suspect that the student possesses a dangerous, prohibited, or illegal substance or items that may interfere with school purposes and/or present a threat to other people or property. Employees shall not conduct strip searches or search body cavities of any student. (Education Code 49050)

Law Enforcement Interviews

The authority of law enforcement officers extends to schools as it does to other parts of the community. Law enforcement officers may be summoned to the campus or may come of their own initiative. School staff will work with law enforcement as needed to maintain a safe and orderly environment. If in the completion of their duties it is necessary for law enforcement agents to interview students, staff will work within the constraints of the law, legal requirements, and parental notice to protect the interests of students while recognizing the authority of law enforcement agents in the performance of their duties. School personnel shall exercise care in ascertaining the identity and official capacity of anyone who represents himself as an officer or law enforcement agent before allowing interviews with students at school.

VII. Daily Procedures and Information

Arrival and Dismissal Procedures

At Tassajara Prep, parents may drop off students from 7:00-7:40 AM in the turnaround in front of the school. Parents are to drive slowly (below 25 MPH) as they approach the school and have students dropped off on the right side. There is ample parking on campus. Before 7:00 AM there is no staff supervision, and students should not arrive on campus before 7 AM.

In the afternoon, parents may pick up students from 2:50-4:15 PM using the same procedures, depending on students' schedules. After 4:15 PM, there is no supervision, nor expectation of supervision, unless a student is participating in a school-sanctioned activity, club or sport. Students may call home from the office or cell to arrange transportation. If students are on campus after school without an activity, they will be housed in tutorial rooms. They are not allowed to loiter on campus. Parents must obey all traffic laws and be cognizant of safety at all times.

Student Sign-In and Sign-Out Procedures

In order to promote student safety and maximize learning opportunities on campus, Tassajara Prep will be a closed campus. This means students are not allowed to leave campus during any break or class time. We have a quality food service and will allow students to bring meals, including retailers' offerings, to school to consume. The administration may, on occasion, permit supervised (with a 10-1 ratio) walking field trips to local businesses during lunch time on "block days." Parents would be notified prior and have an option to allow students to do this. There would be ample supervision on campus for those who remain behind.

In the event a student must leave school during class hours, a parent/guardian or authorized adult (as listed on the student's Blue Emergency Card) must sign him/her out. This also allows the School to comply with state guidelines regarding our responsibility for student safety. Sign-In and Sign-Out forms are located in the school office. Please come directly to the office to pick up students. Going to the classroom can be disruptive. We will only call the student to the office when you arrive. Please refer to TVLC Policy #300-005 Release of Students to Persons during School Hours.

Release During School Hours – Students who are released during school hours will only be released to persons listed on the student's Blue Emergency Card. The person signing the student out is required to provide the following information:

- Date and Time of release
- Student's name
- Student's room number
- Reason for release
- If student will be returning to school
- Signature of person removing student

Returning to School – Please make every attempt to schedule appointments for your child outside of regular school hours. If your child must leave school for an appointment but will be returning, you must sign your child back in at the school office upon his/her return.

Visitors

TVLC policy requires that all guests and visitors sign-in at the Office. At that time visitors will be asked to present photo identification, state the reason for their visit, and their intended destination on campus.

At the conclusion of the visitor's business on campus they are required to return to the office, turn in their badge, and sign-out. Even if you are unable to volunteer at school, parents are encouraged to make regular visits to the school. We ask that when you visit the school, you abide by the procedures outlined above and respect the instructional time of teachers and students. If you have a matter to attend to with a teacher, please find a mutually agreeable time to discuss the matter. Please refer to TVLC Policy #400-006 Visitors on Campus.

Emergency Release from School

There are very few occasions when the school should be closed. There are occasions, however, when students must be dismissed early due to emergencies. An emergency closing is any unscheduled closing, late opening, or early release of school because of inclement weather, an epidemic, breakdown in school equipment, a threat to the safety or welfare of the students, or a locally, statewide, or nationally declared emergency that affects the ability to operate school safety. The Principal, or designee, will determine school closures and when late opening or early dismissal is warranted to ensure the safety of students. In the event of a school closure or delayed opening, every effort will be made to notify Tassajara Prep parents in a timely manner. Please refer to TVLC Policy #400-015 Emergency School Closure and Dismissal.

Emergency Release Sign-Out Procedure – In the event of an emergency situation at the school or in the surrounding community that requires the evacuation of the school, persons picking up students will be directed to the Student Pick-Up Area. All individuals picking up students are required to show photo ID and will be verified as eligible to pick up the student. The individual will then sign the student out, noting the time, and listing the location where the student will be taken, and a phone number where the student can be contacted.

Child Custody Issues

In cases where custody issues affect the student while at school, Tassajara Prep shall follow the most recent court order on file with the school. It is the responsibility of the custodial parent or of parents having joint custody to provide the school with the most recent court order. If a custody court order is not on file, the school will rely on the information provided on the child's enrollment form and/or Blue Emergency Card. Please notify the office the first day of school if there is anyone who may NEVER take a student home from school.

Lunch Program

A student lunch program is provided by *Lunch Masters*, a food service company. Under the food service plan, lunches cost approximately \$4.00 each. Parents can choose the lunches on-line, by phone or using pre-order forms. With this system, a child's name is assigned to each lunch, so there is very little chance we will run out of lunch items the student orders. Three choices are always provided, and for a dollar more, parents will be able to order a large portion meal for older students or big eaters. Parents will be able to go on-line and pay in advance on a credit card and order up to a month in advance or cancel the night before for full refund in the event that their child is ill or away from school. If your child is not a regular student of the lunch program, but would like to buy lunch periodically, an order can be placed within three days of the desired lunch day. During lunch, students are to be in quad, MPR or classrooms under supervision.

Lost and Found

Found items that belong to someone else should not be taken by the person who found the item. Any items found at the school site should be taken to the lost and found in the main office. Check for lost items in the main office. The lost and found will be cleaned out every 3 months. Items not claimed will be donated. All items brought to school by students should be clearly labeled so that they can be easily returned if found on campus. Tassajara Prep is not responsible for lost or stolen items.

Field Trips

At Tassajara Prep, we believe that teaching and learning extends beyond the four walls of the school. Dublin, the Tri-Valley, the Bay Area and beyond have a great deal of resources to offer our children in respect to their learning. A field trip is any planned journey for one or more students away from Tassajara Prep. Field trips, when used for teaching and learning, provide educationally sound and important enhancements to the instructional program. Parents are encouraged to suggest people and places worthy of attention. The Principal or designee approves all field trips.

A *Parent/Guardian Permission Form* must be completed and signed before any student leaves the school campus on a trip. Parental permission shall include written consent from parents/guardians authorizing he supervisors to arrange for necessary medical treatment. Permission received by telephone is not permitted. If a student does not have written permission, he/she will remain in a supervised area/classroom at Tassajara Prep until the class returns from the trip.

The teacher/sponsor(s) shall provide parents and guardians with information concerning the purpose and destination of the trip, transportation, eating arrangements, date and time of departure, estimated time of return, arrangements for supervision, cost to the student, safety precautions (if high risk activity is involved), and a detailed itinerary when the field trip will extend beyond the school day. Please refer to TVLC Policy #500-002 Field Trips and Excursions.

The Walking Field Trip Authorization will suffice for scheduled and unscheduled walking field trips in the neighborhood.

Chaperones/Drivers

Families are often asked to serve as drivers, chaperones, or supervisors for various field trips. Family volunteers who desire to act as drivers, chaperones, or supervisors on field trips must be Registered Volunteers. Only the classroom teacher(s), his/her students, and Registered Volunteer(s) will be allowed to attend field trips. The role of the Chaperone is to actively supervise students. Children not currently enrolled at Tassajara Prep are prohibited from participating in Tassajara Prep field trips. No guests or siblings. NO EXCEPTIONS. Smoking is prohibited on field trips.

Chaperones that will be transporting students to and from field trips and school-sponsored events in their private vehicle must have on file in the office:

- a completed and approved *Driver Application Form*
- a complete and current Use of Private Vehicle in Transporting Students Form
- a copy of their valid driver's license,
- current auto registration
- current proof of insurance (see box for details)

The minimum insurance requirement for field trip driving should include:

- Public Liability/Bodily Injury \$100,000/\$300,000 per occurrence
- Property Damage \$50,000 per occurrence
- Medical Payments \$5,000 per occurrence

Safety on Field Trips

Student safety shall be a primary consideration. School staff is responsible for being familiar with and conducting a safety assessment of the proposed site of the field trip and each trip will be properly

monitored and supervised. All teachers have been trained in CPR and first aid and are equipped to use those skills if an emergency arises.

Prior to participating in the field trip, teachers will review with students the conduct standards and emergency procedures that provide for their safety. Student behavior while on all field trips must comply with the *Student Code of Conduct* and all other rules, policies, and procedures of Tassajara Prep. Parents will be informed of rules and regulations and any consequences of infraction of rules. The signed permission form will contain a statement of understanding and acceptance of rules by a parent and the student. Permission notes for any trip will include authorization to obtain emergency medical care and any pertinent insurance information, such as name of carrier and insurance number.

Students must be in seats, must wear seatbelts, and may not be transported in the back of a pickup or camper or on the floor of any vehicle. The maximum number of passengers shall not exceed the number of passengers the vehicle is designed to carry. Children under 13 years of age are not permitted to ride in the front seat of a vehicle. The vehicle must be mechanically sound and operated in a safe manner. Students are expected to travel to and from the field trip with the staff responsible for the trip. Student travel by any other means is discouraged. Students will not be permitted to leave the field trip group during the trip. The School assumes no liability for students who are for any reason transported by parents or in private cars. Upon return to school Tassajara Prep requests that you personally check in with the Main Office and inform them of your safe return to school.

DRAP

VIII. Disciplinary Action, Suspensions, and Expulsions

Tassajara Prep follows a “progressive discipline” model that STEPS up with successive policy infractions. At Tassajara Prep we want to encourage students to model good behavior and understand that good citizenship is required by all in the Tassajara Prep community. The teacher is the authority figure in the classroom. All students and parents are expected to respect all Tassajara Prep staff. Depending upon the specific circumstances surrounding the student’s behavior, a student may remain in the office or other designated area for a “time-out” period, and an appropriate consequence will be devised. Depending on the violation, a write-up of the offense may be sent home with the student or a student’s parent or guardian might be called to immediately pick up the student. Friday PM tutoring may be assigned. Lunch detentions are another consequence.

Student Court

Students at Tassajara Prep through their leadership and charter petition have the privilege and responsibility of handling minor infractions through a student court. This court is comprised of justices elected by the student body to hear cases through the advisory period regarding student conflicts, disruptions, littering and other minor infractions as deemed by the administration. They meet twice a month to hear the concerns and make recommendations to the school administration regarding punishments, including campus beautification, Friday PM tutoring with administration or lunch detentions. Students have the choice of a student court hearing or proceeding directly to administration action.

Suspension and Expulsion

In the event that a student’s behavior poses a clear and immediate danger to self and/or others or a student exhibits severely inappropriate behavior, the Principal or designee, may suspend the student. Depending upon the circumstances, the suspension may be brought before the TVLC Board of Directors for possible expulsion. State law prescribes the reasons and procedures for expulsion.

By law, students causing serious physical injury; possessing weapons, dangerous objects or explosives; selling drugs; committing robbery/extortion; or committing or attempting to commit sexual assault/sexual battery must be recommended for expulsion unless the principal feels there are extenuating circumstances, which must be reported the Tassajara Prep Governing Board.

In preparing the lists of enumerated suspension and expulsion offenses and procedures listed below, TPHS has reviewed the lists of offenses and procedures that apply to students attending non-charter public schools. TPHS believes their proposed lists of enumerated offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).

Suspension Events

The following behaviors may result in immediate suspension:

- Causing, attempting to cause, or threatening to cause physical harm to another person.
- Fighting.
- Forgery.
- Disrupting school activities.
- Defying the valid authority of a teacher, the Principal, or other adult at the school.
- Stealing or attempting to steal school or private property.
- Committing an obscene act or engaging in habitual profanity or vulgarity.

- Sexual harassment, advances, request for sexual favors, or other verbal, visual, or physical conduct of a sexual nature.
- Using hate language.
- Violating the Walking Policy or any Field Trip policy.
- Drugs – being in possession of or under the influence.
- Alcohol – being in possession of or under the influence.
- Smoking or being in possession of tobacco products.

Depending on the violation and situation, suspensions will be **at home**. If a child is suspended, the parent/guardian will be called and a letter will be sent home with the student stating the violation and where the suspension is to take place. Regardless of where the suspension is to take place, a student who receives a suspension notice, will be required to return home for the remainder of the day on which the violation is made. For an at-home suspension, the student is not to report to school the next day but will be expected to complete class assignments through an Independent Study Contract designed by the student's teacher and/or the Principal, or designee. During a suspension, the student may earn 50% credit. If a student is suspended from school, they may not participate in any extra-curricular activities for the suspended school days.

Upon a student's second suspension in one year, the student will be referred for a Student Success Team (SST) to devise an intervention plan for the student. The Student Success Team, as described earlier in this *Handbook*, reserves the right to refer the student to the TVLC Board of Directors for an expulsion hearing. Upon a student's third suspension, the student will be referred to the TVLC Board of Directors for an expulsion hearing.

Expulsion Events

Students may be suspended or expelled for any of the following acts when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5

- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, the Principal, or designee, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- 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.
- Made terrorist threats against school officials and/or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- 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.

The above list is not exhaustive and depending upon the offense, a student may be suspended or expelled for misconduct not specified above. *Please refer to TVLC Policy and Procedure #300-003 Student Suspension and Expulsion.*

See **Appendix I – Draft Suspension and Expulsion Policies** for more information.

Expelled Students/Alternative Education

Students 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.

APPENDIX P – JOB DESCRIPTIONS

The following are job descriptions for several key positions supporting Tassajara Preparatory High School (“TPHS”). Note that, except for the positions of Office Manager and Principal, the jobs are corporate level positions that support all of the schools run by the Tri-Valley Learning Corporation.

Accounting Manager

The Accounting Manager of the Tri-Valley Learning Corporation (TVLC) maintains the financial records of the corporation. The Accounting Manager will ensure that the corporation’s finances are operated in fulfillment with the mission as spelled out in the charter(s) and in compliance with California charter school law, education law, tax law, and labor law. Accounting functions must follow Generally Accepted Accounting Principles (GAAP), Financial Accounting Standards Board (FASB), and Not-For-Profit standards and regulations. The Accounting Manager will provide financial reports to various groups and individuals, including the TVLC Board, the Chief Operating Officer, the Chartering Entities, and appropriate school administrators and staff. The Accounting Manager is responsible for the implementation of procedures and practices that will ensure the ongoing financial viability and long-term sustainability of the corporation. This position reports to the TVLC Chief Operating Officer and Board of Directors.

Responsibilities

- Effective asset management and full compliance with reporting and audit requirements under FASB and the California State Audit Regulations for K-12 and Charter Schools
- Assist with the preparation and implementation of the annual budget
- Assist in developing financial policies and procedures to ensure strong internal controls are in place
- Prepare for submittal all required documents (i.e., 1st and 2nd Interim Budget Reports) to the regulatory and oversight agencies
- Carry out all functions related to employee benefits, including healthcare, dental, vision, flex spending accounts, and retirement plans
- Maintain all AR/AP, purchase orders, check issuance, payroll
- Work with auditor/CPA in the preparation of the annual audit and tax return
- Work with principals, employees, consultants, and vendors to manage the day-to-day fiscal operations
- Maintain data required in the Memoranda of Understanding between TVLC and the Chartering Entities
- Manage and maintain current contracts with vendors
- Provide brief revenue and expense reports for the monthly newsletters to families
- Provide a monthly budget report to the TVLC Board and the school principals

Qualifications

- Bachelor’s Degree, with an emphasis in accounting, finance, business administration or closely related field; a CPA or candidate is desirable
- 3-5 years financial management experience, knowledge of school finances a plus
- Familiarity with GAAP and FASB
- Excellent computer skills, especially Excel and Word
- Ability to implement and maintain sound financial practices
- Ability to prepare and present financial reports to various stakeholder groups
- Ability to process bills, payroll, revenue, and other fiscal items in an accurate and timely manner

Chief Operating Officer

The Chief Operating Officer (COO) of the Tri-Valley Learning Corporation (TVLC) oversees the business operations of the corporation and plays a leading role in executing the corporation's strategic and operational plans. The COO will report directly to the TVLC Board and, when appropriate, will be expected to communicate independently with the chartering entities and the school Principals. The COO is fully responsible for the implementation of policies, procedures and practices that will ensure the ongoing financial viability and long-term sustainability of the corporation.

The COO will manage TVLC business operations in fulfillment of the schools' missions spelled out in their charters. The COO will ensure that the corporation's business operations are conducted efficiently and effectively in compliance with charter school regulations and applicable education law. The COO will work with the TVLC Board and its committees to ensure that the corporation makes sound strategic decisions. The COO will serve as a key spokesperson for TVLC with the community, local and state government agencies, and the charter school movement.

Responsibilities

Financial Oversight:

- Work with and supervise the work of the Accounting Manager to manage the day-to-day fiscal operations;
- Work with the Principals to manage budgetary compliance and to provide advice on best business practices;
- Oversee the preparation and implementation of the annual budget;
- Work with the Choice for Children Education Foundation to establish financial goals and appropriately allocate donated revenue;
- Obtain appropriate lines of credit;
- Oversee preparation and submission of all required financial reports;
- Oversee grant applications and implementation reporting;
- Obtain required financial audits and prepare the response to any audit finding.

Schools Management and Growth:

- Implement the business-relevant aspects of the Memoranda of Understanding between TVLC and the Chartering Entities;
- Manage the acquisition and maintenance of required educational infrastructure including computer networks, school furnishings, and office equipment;
- Coordinate with the Principals to monitor attendance and other data and ensure that proper documentation is submitted;
- Provide input into the strategic planning process of the TVLC Board in support of the vision and mission of the schools;
- When directed by the Board, coordinate the preparation of charter renewal petitions and the development of charter petitions for additional schools;
- Create and appoint committees ("COO-appointed committees") to assist in the execution of certain planning and administrative functions;
- Facilitate communication between faculty and business operations staff, between the Principals and vendors to TVLC, and between TVLC staff and family and community volunteers.

Facilities Management:

- Supervise the management of facilities, including the hiring and supervision of custodial personnel, the acquisition of repair or other maintenance services, and the provision of utilities;
- Ensure that all safety equipment and procedures are in compliance with applicable regulations;
- Prepare all Proposition 39 requests and correspondence; oversee negotiations with applicable parties in relation to Proposition 39;
- Serve as the interlocutor with the landlord of any site used by the corporation for its operations regarding rental payments, site condition, repairs, or other matters that bear on the status and use of the site;

- Oversee any efforts to obtain permanent facilities, manage the process of permanent facility construction or preparation, and oversee operations associated with the initial occupancy of any such facility.

Human Resources:

- Provide support to the Principals for personnel administration including establishing procedures for payroll and the provision of benefits;
- Hire, train and manage administrative and operations personnel;
- Participate in the dispute resolution procedure and the grievance procedure when appropriate;
- With the Board and the Principals, prepare and recommend new or revised personnel policies and procedures.

TVLC Governing Board Support:

- Develop all TVLC Board meeting agendas in compliance with the Brown Act; provide for the preparation of board meeting minutes;
- Attend all Board meetings;
- Provide comments and recommendations regarding policies presented by others to the TVLC Board;
- Serve as liaison for legal issues, including coordination with TVLC legal counsel;
- Serve as contact for legislative issues regarding charter school/education issues;
- Attend meetings with the Chartering Entity or designee as required and represent TVLC as necessary at local public school district board meetings and the board meetings of any chartering entities;
- Serve as liaison with community groups and government agencies, such as the Livermore Area Recreation and Parks District, on issues that involve TVLC.

The COO will be given an annual performance review by the TVLC Board.

Qualifications

- Bachelor's Degree, advanced degree preferred;
- Managerial and Finance Experience (Educational or Non-Profit experience preferred);
- Familiarity with the Charter School Concept and supporting philosophy;
- Familiarity with the Education Code and relevant public law;
- Excellent business operations skills, including financial management, personnel administration, vendor relations, and regulatory compliance;
- Community-building skills relevant to varied interest groups in a public school environment;
- A record of success in project management, preferably in a school environment;
- A willingness to commit time and energy to sustain an evolving school community;
- An ability to act as corporate spokesperson.

Development Director

Reporting to and in partnership with the Chief Operating Office (COO), the Development Director (Director) will spearhead development efforts as Tri-Valley Learning Corporation (TVLC) continues to grow. A new position in the organization, the Director will have the opportunity to build the development function.

Responsibilities

- Researching and writing grants for TVLC and its schools
- Developing/executing TVLC's fundraising plan
- Helping to secure financial support from government, individuals, foundations and corporations
- Managing the data entry and gift processing for TVLC
- Developing and maintaining ongoing relationships with major donors and constituents
- Overseeing the organization of special events

- Developing and tracking proposals and reports for all foundation, government and corporate fundraising
- Coordinating fundraising efforts between multiple in-house organizations

Qualifications

- BA (required), MA (a plus)
- Demonstrated excellence in organizational, managerial, and communication skills

General Counsel

Under direction of the Tri-Valley Learning Corporation (TVLC) Board of Directors and Chief Operations Officer, provides professional legal counsel to the TVLC Board and charter school administration.

Responsibilities

- Prepares and renders legal opinions to the TVLC Board and administrative staff as requested
- Prepares and represents the TVLC Board at administrative law hearings and judicial proceedings
- Attends and provides legal advice at meetings of the TVLC Board, and such other meetings as the Board President directs
- Provides legal assistance in the drafting of legal documents, Board policy, rules and regulations, resolutions, applications of diverse kinds and other legal or related papers upon request
- Drafts contracts, deeds, leases, ordinances, resolutions, rules, regulations, and other legal documents
- Keeps abreast of legislation, provides legal assistance in the drafting of state legislation, serves as liaison with legislative advocates, and represents the TVLC Board as an advocate before the legislature in such matters as directed by the Board
- Represents the TVLC Board at state and county workshops and seminars relating to school legal services and participates in in-service education programs with school staff to limit exposure to liability
- Advises staff concerning student suspension and expulsion, special attendance permits, and other students' rights
- Conducts legal research and prepares reports of various topics as requested by the TVLC Board
- Attends various negotiating sessions, grievance hearings, administrative hearings, arbitration or appeals and provides legal advice and counsel
- Reviews TVLC contracts as requested
- Coordinates legal matters with outside counsel
- Monitors legal services provided to TVLC by outside counsel, prepares pleadings, and handles depositions, interrogatories, pretrial motions, pretrial and settlement conferences, studies and interprets laws, court decisions, ordinances and other legal authorities
- Develops and conducts staff training sessions and workshops.

Qualifications

- Any combination of experience and training that would provide the required knowledge and abilities
- A Juris Doctorate from an accredited law school
- License to practice law in the State of California with preferred experience in educational administration and/or school and labor laws, industrial relations, public administration and business administration and increasingly responsible experience in educational administration.
- Knowledge of legal principles and practices, including civil, criminal, constitutional, contract, employment, administrative and business law and procedures
- Knowledge of methods, procedures and practices used in the conduct of civil litigation
- Knowledge of judicial procedures and rules of evidence
- Knowledge of California Education Code, Administrative Codes, and Government Codes

- Knowledge of pertinent Federal, State, and local laws, codes, regulations and court decisions relating to education
- Knowledge of methods of legal research
- Knowledge of evaluation of practical consequences of legal strategies.
- Skill in interpreting applicable federal and state laws and TVLC policies and procedures
- Skill in conducting information and organizing material into manageable form
- Skill in applying data collected to resolve problems
- Skill in formulating recommendations, proposals and counter proposals
- Skill in preparing and presenting effective written and oral reports, recommendations, district policies and procedures
- Ability to develop, maintain and coordinate effective relationships with members of the Board of Education, Personnel Commission, management and employee organizations
- Skill in analyzing relationships among complex data and/or employee groups
- Ability to select, supervise, train and evaluate staff.
- Possession of a valid California driver's license and/or be able to provide own transportation in conduct of work assignments
- Willingness to travel as needed.

IT Director

The IT Director will be responsible for configuring, troubleshooting, and managing our network and security infrastructure. This requires an individual with a wide range of skills including but not limited to: systems administration for Windows, network administration, firewall management, email infrastructure, hardware specification, hardware installation, software installation\upgrade, and troubleshooting.

Responsibilities

- Support 150 staff members, 1200 students and 700-1000 desktop/laptop computers
- Oversee all technology infrastructure for multiple schools (phones, servers, laptops, software, etc.)
- Research, recommend, and obtain quotes for new technology purchases
- Install and perform upgrades as necessary
- Assist COO and Development Director in technology grant proposal writing.

Qualifications

- Experience in Information Technologies and Computer & Network support both onsite / in person and remotely via phone
- Broad knowledge of Windows desktop operating systems, MS Office Suites 2003 -- 2010, Active Directory, security permissions, Exchange 2007, IPsec VPN services
- Practical hands-on experience with networking devices (switches, firewalls, routers, wireless) and mobile devices
- Experience with backup hardware & software and firewall configurations
- Thorough understanding of DHCP, DNS, TCP/IP, MS IIS, VPN, VLANs, Outlook Web Access, and Google Email
- Experience with the creation and updating of documentation and technical writing, for instructional purposes
- Outstanding interpersonal skills, including the ability to communicate effectively with employees at all levels
- A proven ability to perform quality work against deadlines
- Willingness to work after hours and/or on weekends as required
- A team player who is willing to take direction as well as work on issues and projects on their own

Extra points for:

- Experience with VMware and Microsoft Hyper-V Server
- Experience with Fortinet Firewall
- Experience with PowerSchool student information system
- Experience with School Loop communication portal
- Experience with HP switching and HP wireless controller\AP
- Computer imaging and deployment technology experience
- Symantec or other antivirus software, malware/spyware removal experience
- End user classroom style software and hardware training
- Asset management and software licensing experience

Office Manager

The Office Manager is responsible for overall operations of the school site. Reports to Principal and COO. Works closely with all levels within the school and the central office as well as with children, parents and outside consultants/vendors. Upholds the mission and values established by the Tri-Valley Learning Corporation.

Responsibilities:

- Manage all aspects of attendance (set up and maintain student database and attendance records, etc.)
- Act as central point of contact for the school by answering phones, greeting and directing visitors, addressing questions from parents and nurturing students
- Provide administrative support for the Principal and COO, to include managing correspondence, scheduling meetings, ordering supplies, and developing necessary communications internally and externally
- Maintain school/student records and organize files
- Manage confidential information appropriately
- Attend to students' medical needs
- Organize free/reduced lunch program; receive lunch payments from students
- Handle travel schedules and juggle multiple tasks and priorities
- Supervise part-time office assistant: train, develop and appraise effectively (set expectations and provide direction as needed, follow up and provide feedback in a timely manner); take corrective action as necessary on a timely basis and in accordance with company policy; consult with Human Resources as appropriate
- Demonstrate knowledge of, and support, the school mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and code of ethical behavior
- Obtain and maintain Statewide Student Identifiers (SSIDs) for all enrolling and exiting students, meet CALPADS reporting and certification requirements, maintain and report student, teacher, and course data directly to CALPADS, report aggregate data to the CBEDS-OPUS internet application
- Perform other related duties as required and assigned.

Qualifications:

- Strong organizational, time management and multi-tasking skills
- Strong interpersonal and communication skills
- Expediency in office management capacity
- Ability to work independently as well as with a team
- Professional appearance and manner
- Fluency in Spanish a huge plus!!!
- Minimum educational level: A.A. Degree
- Minimum 3 plus years experience in fast-paced, ever-changing administrative support position; experience in school front office preferable
- Proficiency with Microsoft Office

- Some supervisory experience preferred

Principal

The Principal of Tassajara Preparatory High School (TPHS) supervises the campus teachers and non-instructional staff. The Principal shall act as the instructional leader at TPHS and shall be responsible for helping TPHS students achieve outcomes as outlined in the Educational Program. The Principal will communicate directly with the TVLC Board of Directors and its staff, and to the Chartering Entity Board of Education through its Superintendent or designee. The Principal is fully responsible for all the administrative aspects of TPHS.

General Responsibilities:

- Establish a Communication Model to facilitate communication among all the groups within TPHS, between TPHS and the Chartering Entity, and between TPHS and the community at large.
- Coordinate the activities and operating bodies at TPHS.
- Supervise all employees and volunteers at TPHS.
- Administer the working budget in accordance with generally accepted accounting principles.
- Implement the Memorandum of Understanding (MOU) between the School and the Chartering Entity, along with other MOUs as required.
- Establish and execute enrollment procedures.
- Oversee all parent/student/teacher relations.
- Stay abreast of School laws and legislation.
- Pursue/oversee/submit available grant offerings applicable to TPHS.
- Create and appoint committees to assist in the execution of certain planning and administrative functions (known as "Director appointed committees").
- Implement Site Safety Procedures in compliance with all applicable laws.

TVLC Board & Chartering Entity Responsibilities:

- Attend all TVLC Board of Directors meetings & TPHS Site Board Meetings.
- Attend meetings with the Charting Entity or designee as determined by a Memorandum of Understanding and attend as necessary Board of Directors meetings of the Charting Entity as a charter representative.
- Provide a monthly report to the TVLC Board & TPHS Site Board.
- Propose policies for adoption by the TPHS Site Board.
- Provide comments and recommendations regarding policies presented by others to the TPHS Site Board & TVLC Board.
- Establish procedures designed to carry out TPHS Site Board & TVLC Board policies.

HR Responsibilities:

- Appoint, with TVLC Board approval, a Hiring Committee for faculty hiring that includes TPHS Site Board, Faculty, and parent representation.
- Participate on Hiring Committee and present written recommendations to the TVLC Board for final approval.
- Draft interview questions to be used by the Hiring Committees in conjunction with Hiring Committee members.
- Provide timely performance evaluations of all TPHS employees at least bi-annually.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.

- Terminate TPHS employees in accordance with established policies and procedures.

Student & Education Program Responsibilities:

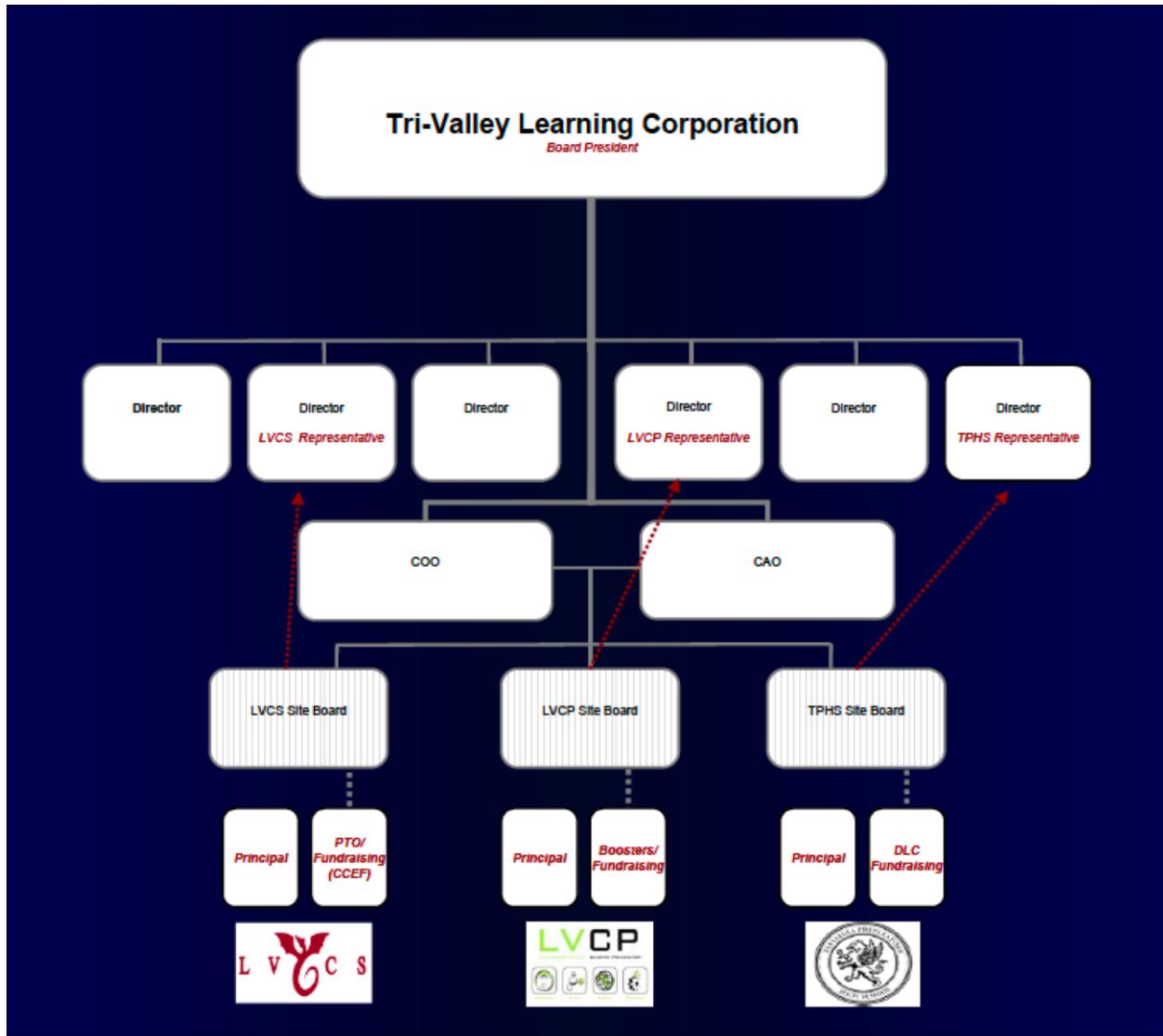
- Oversee development and implementation of curriculum in alignment with State of California Standards.
- Develop the TPHS annual performance target goals.
- Coordinate the administration of Standardized Testing.
- Oversee the implementation of "Backward Design" methods to ensure academic success across the school phase.
- Oversee the recommendation and implementation of Individualized Education Plans (IEP) and attend said IEP meetings upon the request of any involved party.
- Handle TPHS student disciplinary matters in accordance with TPHS policies and procedures.
- Plan and coordinate student orientation.
- Facilitate open house events.

The above duties may be delegated or contracted as approved by the TVLC Board to a business administrator of the School or other employee, a parent volunteer (only in accordance with student and teacher confidentiality rights) or to the County Office or a third-party provider.

Qualifications

- Experience teaching in Middle or High school levels
- Excellent communication and community-building skills
- Strong record of innovative leadership through collaboration and team work
- Administrative experience
- Extensive knowledge of curriculum development
- A record of success in developing teachers
- Experience in performance assessment
- Valid California Administrative Credential
- Valid California Teaching Credential
- Possession of a Master's Degree or higher

APPENDIX Q – TRI-VALLEY LEARNING CORPORATION ORGANIZATIONAL CHART



APPENDIX R – FISCAL PLAN

Revenue Projections & Assumptions

Five Year Budget Projections

Cash Flow Projections - 3 Year

Staffing Cost Detail

Tri-Valley Learning Corporation - TPHS Multi-Year Revenue Forecast

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
COLA - SSC Dartboard	4.25%	-0.39%	2.24%	3.10%	2.80%	3.20%	3.00%	3.00%
COLA (net of deficit) - utilized here	0.00%	-0.39%	2.24%	3.10%	2.80%	3.20%	3.00%	3.00%
Enrollment Projection 9-12	0	0	0	216	432	648	864	864
ADA 9-12	0.00	0.00	0.00	204.12	408.24	612.36	816.48	816.48
Ratio of ADA/Enrollment 9-12	94.50%	94.50%	94.50%	94.50%	94.50%	94.50%	94.50%	94.50%
BRL per ADA 9-12	\$5,845.00	\$5,822.20	\$6,148.00	\$6,338.59	\$6,516.07	\$6,724.58	\$6,926.32	\$7,134.11
Total Entitlement 9-12		\$0	\$0	\$1,293,833	\$2,660,120	\$4,117,865	\$5,655,202	\$5,824,858
Categorical Block Grant 9-12	\$410.00	\$410.00	\$410.00	\$410.00	\$410.00	\$410.00	\$410.00	\$410.00
Supplemental CBG	\$159.00		\$	\$	\$	\$	\$	\$
Lottery TPHS								
Unrestricted	\$111.50		\$0	\$0	\$22,759	\$45,519	\$68,278	\$91,038
Restricted	\$17.00		\$0	\$0	\$3,470	\$6,940	\$10,410	\$13,880
EI Dorado Selpa Implementation Grant				\$175,000	\$83,938	\$222,792	\$334,187	\$474,981
Interest				\$0	\$100,000	\$100,000		
Total TPHS			\$175,000	\$1,624,644	\$3,281,659	\$4,900,174	\$6,735,678	\$6,910,334

ASSUMPTIONS

Enrollment Used projection/assumption for enrollment based on petition information and community feedback

ADA Includes listed assumption for ADA rate projection in each year

BRL Includes current ssc assumption for BRL

Projections Utilized SSC projections for all inputs. (Updated 7/14/2011)

Primary Sort Element		TVLC - TPHS Multi-Year Budget Summary					
Fund: 01 - General Fund							
Account Code	Description	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
1100-01-1000-001-0000-0-1110	Teachers Salaries-Instruction	\$ 522,500.00	\$ 1,092,025.00	\$ 1,680,000.00	\$ 2,319,900.00	\$ 2,423,500.00	
1103-01-1000-001-0000-0-1110	Teachers Salaries-Substitute Pay-Instruction	\$ 7,000.00	\$ 20,000.00	\$ 28,000.00	\$ 39,000.00	\$ 40,000.00	
1300-01-2700-001-0000-0-1110	Certificated Supervisors and Administrators Salaries-School Administration	\$ 115,000.00	\$ 190,000.00	\$ 195,175.00	\$ 203,957.88	\$ 213,135.98	
2300-01-7200-001-0000-0-0000	Classified Supervisors and Administrators Salaries-School Administration	\$ 50,500.00	\$ 52,772.50	\$ 55,147.26	\$ 57,628.89	\$ 60,222.19	
2300-01-7300-001-0000-0-0000	Classified -Fiscal Services	\$ 20,000.00	\$ 20,900.00	\$ 21,840.50	\$ 22,823.32	\$ 23,850.37	
1900-01-7100-001-0000-0-0000	Other Certificated Salaries-Counselor	\$ 55,000.00	\$ 120,000.00	\$ 186,000.00	\$ 256,000.00	\$ 260,000.00	
2200-01-8100-001-0000-0-0000	Classified Support Salaries-Plant Maintenance and Operations Custodial & Yard Supervision/PE Aide	\$ 55,000.00	\$ 82,163.00	\$ 140,000.00	\$ 170,000.00	\$ 177,650.00	
2200-01-8100-001-0000-0-0000	Classified Support Salaries-Plant Maintenance and Operations Custodial & Yard Supervision Subs	\$ 1,500.00	\$ 5,400.00	\$ 10,000.00	\$ 12,000.00	\$ 14,000.00	
2400-01-2420-001-0000-0-1110	Librarians	\$ 30,000.00	\$ 31,350.00	\$ 32,760.75	\$ 34,234.98	\$ 35,775.56	
2400-01-2700-001-0000-0-1110	Clerical, Technical, and Office Staff Salaries-School Administration	\$ 27,500.00	\$ 57,887.00	\$ 60,491.92	\$ 63,214.05	\$ 66,058.68	
3101-01-1000-001-0000-0-1110	State Teachers Retirement System, certificated positions-Instruction	\$ 43,106.00	\$ 90,092.00	\$ 138,600.00	\$ 191,392.00	\$ 199,938.00	
3101-01-1000-001-0000-0-1110	State Teachers Retirement System, certificated positions-Instruction Subs	\$ 783.00	\$ 1,650.00	\$ 2,310.00	\$ 3,217.00	\$ 3,382.00	
3101-01-2700-001-0000-0-1110	State Teachers Retirement System, certificated positions-School Administration	\$ 9,487.00	\$ 15,854.00	\$ 16,102.00	\$ 16,826.59	\$ 17,583.79	
3301-01-1000-001-0000-0-1110	OASDI/Medicare/Alternative, certificated positions-Instruction	\$ 7,526.00	\$ 15,834.00	\$ 24,360.00	\$ 33,638.00	\$ 35,140.00	
3301-01-1000-001-0000-0-1110	OASDI/Medicare/Alternative, certificated positions-Instruction Subs	\$ 137.75	\$ 290.00	\$ 406.00	\$ 565.00	\$ 594.00	
3301-01-2700-001-0000-0-1110	OASDI/Medicare/Alternative, certificated positions-School Administration	\$ 1,667.00	\$ 2,786.00	\$ 2,830.00	\$ 2,903.00	\$ 2,929.00	
3302-01-2700-001-0000-0-1110	OASDI/Medicare/Alternative, classified positions-School Administration	\$ 1,705.00	\$ 1,953.00	\$ 3,224.00	\$ 3,352.00	\$ 3,588.00	
3302-01-7100-001-0000-0-0000	OASDI/Medicare/Alternative, Other Certificated Salaries-Counselor	\$ 377.00	\$ 754.00	\$ 823.00	\$ 860.00	\$ 899.00	
3302-01-8100-001-0000-0-0000	OASDI/Medicare/Alternative, classified positions-Plant Maintenance and Operations Custodial & Yard Supervision	\$ 3,441.00	\$ 4,224.00	\$ 4,664.00	\$ 5,094.00	\$ 5,323.00	
3302-01-8100-001-0000-0-0000	OASDI/Medicare/Alternative, classified positions-Plant Maintenance and Operations Subs	\$ 101.00	\$ 155.00	\$ 823.00	\$ 860.00	\$ 899.00	
3302-01-2420-001-0000-0-0000	OASDI/Medicare/Alternative, classified positions-Librarians	\$ 2,295.00	\$ 2,398.28	\$ 2,506.20	\$ 2,618.98	\$ 2,736.83	
3401-01-1000-001-0000-0-1110	Health & Welfare Benefits, certificated positions-Instruction	\$ 31,504.00	\$ 66,509.00	\$ 98,014.00	\$ 129,519.00	\$ 138,750.00	
3402-01-7200-001-0000-0-0000	Health & Welfare Benefits - classified positions-School Administration	\$ 3,500.00	\$ 7,002.00	\$ 9,304.00	\$ 10,048.32	\$ 10,852.19	
3402-01-7300-001-0000-0-0000	Health & Welfare Benefits, classified positions-Fiscal Services	\$ 1,800.00	\$ 2,093.00	\$ 4,185.00	\$ 4,519.80	\$ 4,881.38	
3401-01-2700-001-0000-0-1110	Health & Welfare Benefits, certificated positions-School Administration	\$ 1,200.00	\$ 1,254.00	\$ 1,310.43	\$ 1,369.40	\$ 1,431.02	
3402-01-2700-001-0000-0-1110	Health & Welfare Benefits, classified positions-School Administration	\$ 1,200.00	\$ 1,254.00	\$ 1,310.43	\$ 1,369.40	\$ 1,431.02	
3402-01-7100-001-0000-0-0000	Health & Welfare Benefits, Other Certificated Salaries-Counselor	\$ 3,500.00	\$ 7,702.00	\$ 11,938.00	\$ 16,597.00	\$ 18,007.00	
3402-01-8100-001-0000-0-0000	Health & Welfare Benefits, classified positions-Plant Maintenance and Operations Custodial & Yard Supervision	\$ 3,501.00	\$ 12,531.00	\$ 16,767.00	\$ 21,426.00	\$ 26,551.00	
3501-01-1000-001-0000-0-1110	State Unemployment Insurance, certificated positions-Instruction	\$ 4,340.00	\$ 8,246.00	\$ 12,152.00	\$ 16,058.00	\$ 16,058.00	
3501-01-1000-001-0000-0-1110	State Unemployment Insurance, certificated positions-Instruction Subs	\$ 434.00	\$ 434.00	\$ 434.00	\$ 434.00	\$ 434.00	
3501-01-2700-001-0000-0-1110	State Unemployment Insurance, certificated positions-School Administration	\$ 434.00	\$ 868.00	\$ 868.00	\$ 868.00	\$ 868.00	
3502-01-2700-001-0000-0-1110	State Unemployment Insurance, classified positions-School Administration	\$ 434.00	\$ 434.00	\$ 434.00	\$ 434.00	\$ 434.00	
3502-01-7100-001-0000-0-0000	State Unemployment Insurance, Other Certificated Salaries-Counselor	\$ 434.00	\$ 868.00	\$ 1,302.00	\$ 1,736.00	\$ 1,736.00	
3502-01-8100-001-0000-0-0000	State Unemployment Insurance, classified positions-Plant Maintenance and Operations Custodial & Yard Supervision	\$ 434.00	\$ 1,302.00	\$ 1,736.00	\$ 2,170.00	\$ 2,604.00	
3502-01-8100-001-0000-0-0000	State Unemployment Insurance, classified positions-Plant Maintenance and Operations Subs	\$ 434.00	\$ 434.00	\$ 434.00	\$ 434.00	\$ 434.00	
3502-01-2420-001-0000-0-0000	State Unemployment Insurance, classified positions-Plant Maintenance and Operations Subs	\$ 434.00	\$ 434.00	\$ 434.00	\$ 434.00	\$ 434.00	
3601-01-1000-001-0000-0-1110	Workers Compensation Insurance, certificated positions-Instruction	\$ 15,675.00	\$ 32,760.00	\$ 50,400.00	\$ 69,597.00	\$ 72,705.00	
3601-01-1000-001-0000-0-1110	Workers Compensation Insurance, certificated positions-Instruction Subs	\$ 210.00	\$ 420.00	\$ 1,703.00	\$ 1,780.00	\$ 1,860.00	
3601-01-2700-001-0000-0-1110	Workers Compensation Insurance, certificated positions-School Administration	\$ 3,450.00	\$ 5,765.00	\$ 5,855.00	\$ 5,910.00	\$ 6,060.00	
3602-01-2700-001-0000-0-1110	Workers Compensation Insurance, classified positions-School Administration	\$ 825.00	\$ 945.00	\$ 1,703.00	\$ 1,780.00	\$ 1,860.00	
3602-01-7100-001-0000-0-0000	Workers Compensation Insurance, Other Certificated Salaries-Counselor	\$ 1,560.00	\$ 3,600.00	\$ 5,580.00	\$ 7,680.00	\$ 7,800.00	
3602-01-8100-001-0000-0-0000	Workers Compensation Insurance, classified positions-Plant Maintenance and Operations Custodial & Yard Supervision	\$ 1,650.00	\$ 3,810.00	\$ 6,168.00	\$ 8,632.00	\$ 11,206.00	
3602-01-8100-001-0000-0-0000	Workers Compensation Insurance, classified positions-Plant Maintenance and Operations Subs	\$ 45.00	\$ 75.00	\$ 1,703.00	\$ 1,780.00	\$ 1,860.00	
3602-01-2420-001-0000-0-0000	Workers Compensation Insurance, classified positions-Librarians	\$ 900.00	\$ 940.50	\$ 982.82	\$ 1,027.05	\$ 1,073.27	
4100-01-1000-001-6300-0-1110	Approved Textbooks and Core Curricula Materials-Instruction	\$ 3,470.00	\$ 6,940.00	\$ 10,410.00	\$ 13,880.00	\$ 13,880.00	
4110-01-1000-001-1100-0-1110	Approved Textbooks and Core Curricula Materials-Instruction	\$ 22,759.00	\$ 45,519.00	\$ 68,278.00	\$ 91,038.00	\$ 91,038.00	
4110-01-1000-001-0000-0-1110	Materials -Instruction	\$ 100,000.00	\$ 120,000.00	\$ 190,000.00	\$ 180,000.00	\$ 160,000.00	
4300-01-1000-001-0000-0-1110	Materials and Supplies-Instruction	\$ 105,000.00	\$ 125,000.00	\$ 195,000.00	\$ 210,000.00	\$ 125,000.00	
4300-01-2700-001-0000-0-1110	Materials and Supplies-School Administration	\$ 3,000.00	\$ 6,000.00	\$ 7,500.00	\$ 7,500.00	\$ 8,200.00	
4300-01-8100-001-0000-0-0000	Materials and Supplies-Plant Maintenance and Operations	\$ 13,500.00	\$ 15,500.00	\$ 18,500.00	\$ 19,500.00	\$ 20,000.00	
5200-01-1000-001-0000-0-1110	Travel and Conferences-Instruction	\$ 7,000.00	\$ 10,000.00	\$ 12,000.00	\$ 16,000.00	\$ 20,000.00	
5400-01-7200-001-0000-0-0000	Insurance-Other General Administration	\$ 34,500.00	\$ 46,000.00	\$ 65,000.00	\$ 77,301.00	\$ 83,485.00	

Account Code	Description	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5500-01-8100-001-0000-0-0000	Operations and Housekeeping Services-Plant Maintenance and Operations (Athletic & Academic EC Included)	\$ 31,000.00	\$ 46,789.00	\$ 63,000.00	\$ 75,000.00	\$ 85,000.00
5600-01-8100-001-0000-0-0000	Rentals, Leases, Repairs, and Noncapitalized Improvements-Plant Maintenance and Operations	\$ 145,000.00	\$ 165,000.00	\$ 450,000.00	\$ 1,050,000.00	\$ 1,200,000.00
5800-01-7191-001-0000-0-0000	Professional/Consulting Services and Operating Expenditures-	\$ 35,000.00	\$ 42,000.00	\$ 100,000.00	\$ 110,000.00	\$ 110,000.00
5800-01-7200-001-0000-0-0000	Professional/Consulting Services and Operating Expenditures-Other General Administration	\$ 18,000.00	\$ 20,000.00	\$ 22,000.00	\$ 24,000.00	\$ 26,000.00
5854-01-7200-001-0000-0-0000	Other Consultants/Service Providers-Other General Administration	\$ 16,000.00	\$ 20,000.00	\$ 26,000.00	\$ 28,000.00	\$ 30,000.00
5857-01-7200-001-0000-0-0000	Payroll Fees-Other General Administration	\$ 2,500.00	\$ 3,000.00	\$ 4,000.00	\$ 5,000.00	\$ 5,000.00
5910-01-7700-001-0000-0-0000	Internet Connectivity, Website Fees-	\$ 1,800.00	\$ 6,000.00	\$ 8,000.00	\$ 9,000.00	\$ 15,000.00
5911-01-7200-001-0000-0-0000	-Other General Administration	\$ 7,200.00	\$ 10,800.00	\$ 14,400.00	\$ 14,976.00	\$ 14,976.00
5915-01-7200-001-0000-0-0000	Postage and Delivery-Other General Administration	\$ 2,000.00	\$ 2,500.00	\$ 3,000.00	\$ 4,000.00	\$ 5,000.00
1100-01-1100-001-6500-0-5001	Teachers - Spl Ed	\$ 55,000.00	\$ 114,950.00	\$ 171,950.00	\$ 228,950.00	\$ 239,252.00
1101-01-1100-001-6500-0-5001	Teachers Sub - Spl ED	\$ 1,000.00	\$ 2,000.00	\$ 3,000.00	\$ 4,000.00	\$ 4,500.00
2100-01-1130-001-6500-0-5001	Instructional Aide Spl ED	\$ 50,000.00	\$ 52,250.00	\$ 76,450.00	\$ 109,210.00	\$ 114,124.00
2103-01-1130-001-6500-0-5001	Instructional Aide Subs Spl ED	\$ 2,000.00	\$ 2,000.00	\$ 3,000.00	\$ 4,000.00	\$ 4,500.00
3101-01-1100-001-6500-0-5001	STRS - certificated Spl Ed	\$ 4,537.00	\$ 9,483.00	\$ 14,186.00	\$ 18,888.00	\$ 19,738.00
3901-01-1100-001-6500-0-5001	Other Benefits Pension Spl ED	\$ 2,500.00	\$ 2,612.00	\$ 4,400.00	\$ 4,500.00	\$ 4,600.00
3301-01-1100-001-6500-0-5001	OASDI/Medicare - Teachers Spl Ed	\$ 870.00	\$ 909.00	\$ 950.00	\$ 992.00	\$ 1,037.00
3301-01-1100-001-6500-0-5001	OASDI/Medicare - Teachers Subs	\$ 62.00	\$ 64.00	\$ 67.00	\$ 70.00	\$ 73.00
3302-01-1130-001-6500-0-5001	OASDI/Medicare - Instructional Aide	\$ 3,100.00	\$ 3,239.00	\$ 3,385.00	\$ 3,538.00	\$ 3,697.00
3302-01-1130-001-6500-0-5001	OASDI/Medicare - Instructional Aide Subs	\$ 62.00	\$ 64.00	\$ 67.00	\$ 70.00	\$ 73.00
3401-01-1100-001-6500-0-5001	Health & Welfare Benefits - Teachers Spl ED	\$ 3,500.00	\$ 7,002.00	\$ 10,503.00	\$ 14,004.00	\$ 14,634.00
3402-01-1130-001-6500-0-5001	Health & Welfare Benefits- Instructional Aide Spl ED	\$ 7,001.00	\$ 7,702.00	\$ 10,503.00	\$ 14,004.00	\$ 14,634.00
3501-01-1100-001-6500-0-5001	SUI- Teachers Spl ED	\$ 434.00	\$ 868.00	\$ 1,302.00	\$ 1,736.00	\$ 1,736.00
3501-01-1100-001-6500-0-5001	SUI- Teachers Subs Spl Ed	\$ 34.00	\$ 34.00	\$ 34.00	\$ 34.00	\$ 34.00
3502-01-1130-001-6500-0-5001	SUI- Instructional Aide Spl Ed	\$ 434.00	\$ 868.00	\$ 1,302.00	\$ 1,736.00	\$ 1,736.00
3502-01-1130-001-6500-0-5001	SUI- Instructional Aide Subs Spl Ed	\$ 34.00	\$ 34.00	\$ 34.00	\$ 34.00	\$ 34.00
3601-01-1100-001-6500-0-5001	WC- Teachers	\$ 1,650.00	\$ 3,340.00	\$ 4,950.00	\$ 6,620.00	\$ 6,917.00
3601-01-1100-001-6500-0-5001	WC- Teachers Subs	\$ 30.00	\$ 31.00	\$ 33.00	\$ 35.00	\$ 37.00
3602-01-1130-001-6500-0-5001	WC- Instructional Aide	\$ 1,500.00	\$ 1,567.00	\$ 2,215.00	\$ 3,275.00	\$ 3,422.00
3602-01-1130-001-6500-0-5001	WC- Instructional Aide Subs	\$ 30.00	\$ 31.00	\$ 33.00	\$ 35.00	\$ 37.00
4300-01-1120-001-6500-0-5001	Supplies	\$ 4,100.00	\$ 6,200.00	\$ 8,400.00	\$ 8,400.00	\$ 8,400.00
4325-01-1120-001-6500-0-5001	Spl Ed set up costs-emergency only	\$ 2,500.00	\$ -	\$ -	\$ -	\$ -
5800-01-1120-001-6500-0-5001	Consultants and Services-as enrollment increases funds in case needed	\$ -	\$ 25,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
7281-01-9200-001-0000-0-0000	-Transfers Between Agencies-1% Oversight Fee	\$ 18,000.00	\$ 31,000.00	\$ 47,000.00	\$ 65,000.00	\$ 67,000.00
Subtotal - Expenses		\$ 1,738,630.75	\$ 2,930,464.28	\$ 4,511,633.31	\$ 6,220,014.66	\$ 6,489,329.28
8015-01-0000-001-0000-0-0000	Charter Schools General Purpose Entitlement - State Aid	\$ 1,293,833.00	\$ 2,660,120.00	\$ 4,117,865.00	\$ 5,655,202.00	\$ 5,824,858.00
8434-01-0000-001-1300-0-0000	Class Size Reduction, Grade 9	\$ -	\$ -	\$ -	\$ -	\$ -
8480-01-0000-001-0000-0-0000	Charter Schools Categorical Block Grant	\$ 116,144.00	\$ 232,288.00	\$ 348,432.00	\$ 464,577.00	\$ 464,577.00
8560-01-0000-001-1100-0-0000	State Lottery Revenue	\$ 22,759.00	\$ 45,519.00	\$ 68,278.00	\$ 91,038.00	\$ 91,038.00
8560-01-0000-001-6300-0-0000	State Lottery Revenue	\$ 3,470.00	\$ 6,940.00	\$ 10,410.00	\$ 13,880.00	\$ 13,880.00
4610-01-0000-001-0000-0-0000	Implementation Grant	\$ 275,000.00	\$ 100,000.00	\$ -	\$ -	\$ -
8980-01-0000-001-0000-0-0000	Contribution from Unrestricted to Special Education	\$ 63,019.00	\$ 64,594.48	\$ 66,209.34	\$ 67,864.57	\$ 69,561.18
8980-01-0000-001-6500-0-5001	Contribution to Special Education from Unrestricted	\$ (63,019.00)	\$ (64,594.48)	\$ (66,209.34)	\$ (67,864.57)	\$ (69,561.18)
8660-01-0000-001-0000-0-0000	Interest	\$ 4,500.00	\$ 14,000.00	\$ 21,000.00	\$ 36,000.00	\$ 41,000.00
8792-01-0000-001-6500-0-5001	Transfers from county offices-El Dorado SELPA	\$ 83,938.00	\$ 222,792.00	\$ 334,188.00	\$ 474,981.00	\$ 474,981.00
Subtotal - Revenue		\$ 1,799,644.00	\$ 3,281,659.00	\$ 4,900,173.00	\$ 6,735,678.00	\$ 6,910,334.00
Total		\$ 61,013.25	\$ 351,194.72	\$ 388,539.69	\$ 515,663.34	\$ 421,004.72

Assumptions-

Where appropriate, CPI increases were used.

Salaries increase by 4.5% annually, as well as for any increases in staffing due to enrollment projections.

\$458 in funding per student for Special Education Costs.

4% Reserve	\$ 56,399.08	\$ 115,696.32	\$ 178,651.88	\$ 244,791.16	\$ 251,577.40
Total Ending Fund Balance	\$ 61,013.25	\$ 412,207.97	\$ 800,747.66	\$ 1,316,411.00	\$ 1,737,415.72

TPHS Staff Budget Year 1

	Yearly actual SALARY	Yearly Fica 0.062	OASDI+MC 0.0145	SUI 0.062	WC 0.03	ETT 0.001	Yearly Tax	Yearly actual Dental Employer	Yearly actual VSP Employer	Total Benefits	STRS 0.0825	Pension 0.05	Total Compensation
Teacher	55,000.00		797.50	434.00	1,650.00	7.00	2,888.50	763.92	124.80	3,500.52	4,537.50		65,926.52
Teacher	55,000.00		797.50	434.00	1,650.00	7.00	2,888.50	763.92	124.80	3,500.52	4,537.50		65,926.52
Teacher	55,000.00		797.50	434.00	1,650.00	7.00	2,888.50	763.92	124.80	3,500.52	4,537.50		65,926.52
Teacher	55,000.00		797.50	434.00	1,650.00	7.00	2,888.50	763.92	124.80	3,500.52	4,537.50		65,926.52
Teacher	55,000.00		797.50	434.00	1,650.00	7.00	2,888.50	763.92	124.80	3,500.52	4,537.50		65,926.52
Teacher	55,000.00		797.50	434.00	1,650.00	7.00	2,888.50	763.92	124.80	3,500.52	4,537.50		65,926.52
Teacher	55,000.00		797.50	434.00	1,650.00	7.00	2,888.50	763.92	124.80	3,500.52	4,537.50		65,926.52
Teacher	55,000.00		797.50	434.00	1,650.00	7.00	2,888.50	763.92	124.80	3,500.52	4,537.50		65,926.52
Teacher	55,000.00		797.50	434.00	1,650.00	7.00	2,888.50	763.92	124.80	3,500.52	4,537.50		65,926.52
Teacher	27,500.00		398.75	434.00	825.00	7.00	1,664.75	-	-	-	2,268.75		31,433.50
Total	522,500.00	-	7,576.25	4,340.00	15,675.00	70.00	27,661.25	6,875.28	1,123.20	31,504.68	43,106.25	-	624,772.18
Counseling	55,000.00		797.50	434.00	1,650.00	7.00	2,888.50	763.92	124.80	3,500.52	4,290.00		65,679.02
Principal Other - Flex	115,000.00 0		1,667.50	238.00	3,450.00	7.00	5,362.50	763.92	124.80	3,500.52	9,487.50		133,350.52 0
Teachers Subs	9,500.00		137.75	434.00	285.00	7.00	863.75	-	-	-	783.75		11,147.50
Office - Clerical	27,500.00	1,705.00	398.75	434.00	825.00	7.00	3,369.75	1,394.04	193.20	1,587.24	-	1,375.00	33,831.99
Librarian	30,000.00	1,860.00	435.00	434.00	900.00	7.00	3,636.00	1,394.04	193.20	1,587.24	-	1,500.00	36,723.24
Custodial/Yard Duty & PE Aide Subs	55,000.00 1,500.00	3,410.00 93.00	797.50 21.75	434.00 51.00	1,650.00 45.00	7.00 1.50	6,298.50 212.25	763.92 -	124.80 -	1,854.52 -	-	2,750.00 75.00	65,903.02 1,787.25

TPHS Staff Budget Y2

TPHS Staff Budget Y3

TPHS Staff Budget Y4

Counseling	64,000.00	928.00	434.00	1,920.00	7.00	3,289.00	3,500.52	5,280.00	76,069.52		
Counseling	64,000.00	928.00	434.00	1,920.00	7.00	3,289.00	3,500.52	5,280.00	76,069.52		
Counseling	64,000.00	928.00	434.00	1,920.00	7.00	3,289.00	3,500.52	5,280.00	76,069.52		
Counseling	64,000.00	928.00	434.00	1,920.00	7.00	3,289.00	3,500.52	5,280.00	76,069.52		
Principal	125,583.00	1,820.95	434.00	3,767.49	7.00	6,029.44	3,500.52	10,360.60	145,473.56		
Vice Principal	78,375.00	1,136.44	434.00	2,351.25	7.00	3,928.69	3,500.52	6,465.94	92,270.15		
Other - Flex											
Teachers Subs	39,000.00	565.50	434.00	1,170.00	7.00	2,176.50	-	3,217.50	44,394.00		
Librarian	34,235.00	2,122.57	496.41	434.00	1,027.05	7.00	4,087.03	1,587.24	-	1,711.75	41,621.02
Office - Clerical	54,080.00	3,352.96	784.16	434.00	1,622.40	7.00	6,200.52	1,587.24	-	2,704.00	64,571.76
Custodial/Yard Duty & PE Aide	170,000.00	6,324.00	2,465.00	434.00	5,100.00	7.00	14,330.00	1,854.52	-	8,500.00	194,684.52
Subs	12,000.00	744.00	174.00	238.00	360.00	7.00	1,523.00	-	-	600.00	14,123.00

TPHS Staff Budget Y5

Counseling	65,000.00	942.50	434.00	1,950.00	7.00	3,333.50	3,500.52	5,362.50	77,196.52
Counseling	65,000.00	942.50	434.00	1,950.00	7.00	3,333.50	3,500.52	5,362.50	77,196.52
Counseling	65,000.00	942.50	434.00	1,950.00	7.00	3,333.50	3,500.52	5,362.50	77,196.52
Principal	131,235.00	1,902.91	434.00	3,937.05	7.00	6,280.96	3,500.52	10,826.89	151,843.37
Vice Principal	81,901.00	1,187.56	434.00	2,457.03	7.00	4,085.59	3,500.52	6,756.83	96,243.95
Other - Flex									
Teachers Subs	41,000.00	594.50	434.00	1,230.00	7.00	2,265.50	-	3,382.50	46,648.00
Librarian	35,774.00	2,217.99	518.72	434.00	1,073.22	7.00	4,250.93	1,587.24	- 1,788.70 43,400.87
Office - Clerical	54,080.00	3,352.96	784.16	434.00	1,622.40	7.00	6,200.52	1,587.24	- 2,704.00 64,571.76
Custodial/Yard Duty & PE Aide	177,650.00	6,324.00	2,575.93	434.00	5,329.50	7.00	14,670.43	1,854.52	- 8,882.50 203,057.45
Subs	12,000.00	744.00	174.00	238.00	360.00	7.00	1,523.00	-	- 600.00 14,123.00

TPHS 12-13 Cash Flow

Tri-Valley Learning Corporation - TPHS Cash Forecast

TPHS 13-14 Cash Flow

Tri-Valley Learning Corporation - TPHS Cash Forecast

TPHS14-15 Cash Flow

Tri-Valley Learning Corporation - TPHS Cash Forecast

TPHS Special Ed Budget 2012-13 (Using 09-10 Funding)

	Yearly actual SALARY	Yearly Fica 0.062	OASDI+MC 0.0145	SUI 0.034	WC 0.03	ETT 0.001	Yearly Tax	Avg. Employer	Avg. Employee	Monthly Medical	Yearly actual Medical Employer	Monthly Dental Employer	Yearly actual Dental Employer	Monthly VSP Employer	Yearly actual VSP Employer	Total Benefits	Yearly STRS 0.0825	Yearly Pension 0.05	Total Compensation	
1 Resource Teacher	55,000.00			797.50	238.00	1,650.00	7.00	2,692.50	217.65	-	217.65	2,611.80	63.66	763.92	10.40	124.80	3,500.52	4,537.50	62,230.00	
1.00 Aide	25,000.00	1,550.00		362.50	238.00	750.00	7.00	2,907.50	217.65	-	217.65	2,611.80	63.66	763.92	10.40	124.80	3,500.52	-	1,250.00	29,157.50
1.00 Aide	25,000.00	1,550.00		362.50	238.00	750.00	7.00	2,907.50	217.65	-	217.65	2,611.80	63.66	763.92	10.40	124.80	3,500.52	-	1,250.00	29,157.50
Teacher Subs	1,000.00			62.00	14.50	34.00	30.00	1.00	141.50	-	-	-	-	-	-	-	82.50		1,224.00	
Aide subs	1,000.00			62.00	14.50	34.00	30.00	1.00	141.50	-	-	-	-	-	-	-	-		1,141.50	
Total	107,000.00	3,224.00	1,551.50	782.00	3,210.00	23.00	8,790.50	652.95	-	652.95	7,835.40	190.98	2,291.76	31.20	374.40	10,501.56	4,620.00	2,500.00	133,412.06	

Budget Summary - 2010-11	
Revenue:	
SELPA - Projected Funding - From 2009-2010 projected	<u>\$83,938</u>
Total Revenue	\$83,938
Expenditures:	
Staff	\$133,412
Supplies	\$4,100
Set-up Costs - New Program	\$2,500
Indirect Costs = 4.96%	<u>\$6,944.60</u>
Total Expenditures	\$146,957
Surplus/-Deficit	-\$63,019

SELPA - Projected Funding - Based on 2009-10 Funding	
Projected ADA 2012-13	204.12
x Funding per ADA (2009-10 rate)	<u>\$432.86</u>
Funding Allocation	\$88,355
Less 5% Set-Aside (all new SELPA members)	-\$4,418
Less 5% Set-Aside (high-risk charter schools)	\$0
Net Funding Allocation	\$83,938