



TASSAJARA PREPARATORY HIGH SCHOOL

9TH TO 12TH GRADE

CHARTER PETITION

August 1, 2011

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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this legislation accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The Charter Schools Act (or Act) (Education Code Sections 47600 et seq.) requires each charter school to have a “charter” that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

AFFIRMATIONS

- Tassajara Preparatory High School (“Tassajara Prep,” “TPHS,” “School,” “Charter School”) shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. Tassajara Prep shall not charge tuition and shall not discriminate against any pupil on the basis of race, ethnicity, national origin, gender, or disability.
- Tassajara Prep shall comply with all applicable federal, state, and local laws.
- Tassajara Prep shall admit all pupils within the State of California who wish to attend the School, subject to capacity. If Tassajara Prep receives a greater number of students who wish to attend the School, upon the submission of a timely application, each applicant will be given an equal chance of admission through a random lottery process.
- Tassajara Prep will be operated by the Tri-Valley Learning Corporation. All meetings of the Board of the Tri-Valley Learning Corporation shall be held in compliance with the Brown Act.
- Tassajara Prep shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Act.
- Tassajara Prep shall offer, at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.
- Tassajara Prep shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
- Tassajara Prep shall meet all state standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.
- Tassajara Prep shall on a regular basis consult with its parents and teachers regarding the School’s education programs.
- Tassajara Prep shall meet all requirements for employment set forth in applicable provisions of law including, but not limited to, credentials as necessary.
- Tassajara Prep will ensure that teachers in the School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by law, flexibility may be given to non-core, non-college, and preparatory teachers.
- Tassajara Prep will maintain all necessary and appropriate insurance coverage.

I. CHARTER COMMITTEE

Experience Overview of Charter Submittal Committee

Submittal Group	Curriculum	Instruction	Assessment	Administration	Finance	Facilities	Business Management	Organization	Governance	Tassajara Prep Founder
William Batchelor										
Tara Aderman										
Rully Kusuma										
Tim Hall										
John M. Zukoski										
Jimmy Huang										
Len Di Giovanni										
Neil Cowles										
Rick Swiers										
Derek Austin										
Julie Lassig										
Jerry Mullins										
Dave Vopnford										
John P. Zukoski										
Lauren Kelly										

Bill Batchelor is Chief Operating Officer of Tri-Valley Learning Corporation (TVLC). Bill holds a Bachelors Degree in Finance and Business Administration from the University of Colorado at Boulder. He has fourteen years experience in financial planning, wealth management and business leadership. He has served on the boards of several non-profits and is the former Board President and Treasurer of LCLC (TVLC).

Tara Aderman earned her Administrative Credential in 2007 and is the principal of Livermore Valley Charter School (LVCS). She has eight years teaching experience and was recognized as the 2005 Teacher of the Year in Monterey County. Mrs. Aderman spent many years as Adjunct Site Faculty member with the Cal State teach program mentoring new teachers and is a certified Tribes trainer. She earned her Masters degree in Curriculum and Education and is looking forward to completing her Ed.D in School Administration. Mrs. Aderman has been invited to present at national, state and local conferences and has had various journal articles published.

Rully Kusuma holds a BBA in Computer Information Systems from Eastern Michigan University with over 13 years experience in the IT industry. He is a Network/Systems Administrator for Workday, Inc. and was formerly the Computer Lab Supervisor for Eastern Michigan University. Rully holds a board of director seat on Elan at Dublin Station Home Owners Association and is a founder of Tassajara Prep.

Tim Hall holds a Degree in Hispanic Studies from the University of Barcelona, Spain, a BS in Math and a BA in Spanish from San Francisco State University, and an MS in Computer Science from Santa Clara University. Tim also earned a California Multiple Subjects Teaching Credential at San Francisco State University. He is a retired Software Engineer and Computer Programming Instructor with over 30 years of experience at Lockheed Martin, where he was the recipient of the Robert E. Gross Award given annually to the top technical employee in the corporation. He was also an Independent Software Developer and the creator of FileWave and GraceLAN, winner of MacWorld and MacWEEK Software of

the Year Awards. He has worked as a volunteer elementary school music teacher and a volunteer in the Big Brother program. Tim is a founder of Tassajara Prep.

John M. Zukoski holds a BBA Degree in Finance from Boise State University and an MBA from San Jose State University. He holds Certified Management Accountant and Certified in Financial Management designations. He is currently Senior Manager at Robert Half International. John is Publisher of the Around Dublin Blog, Vice President of the Dublin Rotary Club, serves on the Camp Galileo Advisory Committee, Board Member for Shakespeare Associates, and is a founder of Tassajara Prep.

Jimmy Huang holds a Bachelor of Arts Degree in Chemistry from Reed College and a Master of Science in Biochemistry from Stanford University. He is currently a Software Developer III in the Sequencing Informatics Group at the Lawrence Berkeley National Laboratory. Jimmy works as the technical director and the site administrator for the Around Dublin Blog and is a founder of Tassajara Prep.

Len Di Giovanni, COO of Boresha International Inc., brings 30 years of success directing multi-faceted business units, with a unique blend of skills and a proven record of achieving results. Len graduated from St. Mary's College in Kansas with a Bachelor of Arts Degree in Business Administration and English. He served in the United States Army as 1st lieutenant field artillery, and in Vietnam as a Forward Observer and appointed Battery Executive Officer, received two Bronze Stars for his exceptional service. Len believes in community outreach and service voluntarily serving on several Board of Directors seats including The Floor Covering Installation Contractors Association, Just Say Y.E.S. Foundation, Shiloh Christian Fellowship, Global Education Partnership, the Advisory Board of Floor Universe, and as a teacher of Biblical Studies at the college level.

Neil Cowles is the Chief Executive Officer of Tolven Inc., an open source healthcare software and services provider that is changing the existing paradigm of healthcare information systems adoption in the global healthcare marketplace. Born in Norwich, England, Neil Cowles trained and practiced as a radiographer in England and Australia prior to focusing on healthcare management, information technology and business management. Cowles has extensive experience in business management and acquisitions and mergers. At the beginning of 2006, Neil Cowles left Oracle Corporation to become one of the co-founders and the Chief Executive Officer of Tolven Inc., which is focused on a consumer-centric, industry standards approach to delivering healthcare information solutions.

Rick Swiers holds a B.S. in Mass Communications from the University of Tennessee and a MBA in Management from Fairleigh Dickinson University. He has an extensive background in communications technology and has held key management positions with a number of leading edge technology companies domestically and internationally. He was co-chair for the LVCS Charter Submittal Committee as well as co-chair of the Legal Committee and a Choice for Children Education Foundation board member.

Derek Austin is an attorney licensed in California. His charter school work spans his entire legal career. Originally representing and educating school districts across California on the Charter Schools Act, Derek now exclusively represents charter schools in all aspects of the law. Specifically, Derek has experience with charter school petition development and renewal, corporate governance, fiscal oversight and policy, audit defense, dispute resolution, Proposition 39 and facilities use agreements, bond financing, Ralph M. Brown Act, and litigation, including defending a charter school client against a \$1M civil personal injury complaint. Derek also has a background in employment and labor law, which enhances his charter school practice.

Julie Lassig is Director of Development for Tri-Valley Learning Corporation. Ms. Lassig holds a B.S. in Chemical Engineering from Rensselaer Polytechnic Institute. She worked in microelectronics, semiconductor capital equipment, and technical industries for over fifteen years with responsibilities that included managing technical and sales support activities for national and international accounts, directing development projects, and creating technical and marketing communications (including press releases, data sheets, advertisements, and product description guides). She ran her own technical writing business for over 4 years providing services to high-tech companies in California and New York. Julie's passion is education. She has worked as a grant writer and program specialist for Ohlone College, has served on numerous school technology committees, has been a piano teacher, a substitute math and science teacher, and a mentor for pre-engineering students at the community college level.

Jerry Mullins participated in the creation of the Livermore Valley Charter School and served on its board during the initial years of the school's operation. Three of his children have attended LVCS — a daughter now entering 7th grade and two sons entering 10th grade at Livermore Valley Charter Prep. A graduate of the U.S. Naval Academy, he served in Naval Aviation in both the Mediterranean and Western Pacific before completing a Ph.D. at the University of Michigan. He joined Lawrence Livermore National Laboratory in 1979, where his principal assignments have involved research on the proliferation of weapons of mass destruction. He has also served in Washington as Special Advisor to the Assistant Secretary of State for Political-Military Affairs, and he has been a Ford Foundation fellow at the Stanford University Center for International Security and Cooperation.

Dave Vopnford holds a BA in Business Administration from the University of Washington. He has an extensive background in project management, application development and financial systems design. He is currently employed at Topcon Positioning Systems in Livermore, CA as a Technical Analyst designing web applications, developing reporting systems, and championing technical innovation. Outside the office Dave enjoys coaching LYSL youth soccer where his teams are generally recognized for their positive attitude, ability and most importantly simply having fun.

John P. Zukoski has been practicing as a tax accountant and financial advisor since 1985. He concentrates in personalized financial and tax planning services for individuals and corporations. In 1990; John formed A to Z, CPA's, PC using his experience and contacts to grow a practice that concentrates in highly personalized tax and financial planning services. His diverse background affords him the unique opportunity of utilizing the angles of both tax and investment strategies when working with clients. Additionally, John is a member of the California Society CPA and American Institute of Certified Public Accountants. He is a Graduate of Cal State University Hayward, BS, Business Management 1979.

Lauren Kelly is the Principal of Livermore Valley Charter Preparatory High School (LVCP). Ms. Kelly graduated from San Francisco State University with a Bachelor of Arts degree in Broadcasting and Communication. She received her California Clear Teaching Credential in Mathematics and Journalism, along with her Master of Education in Secondary Education from the University of California, Los Angeles (UCLA), where she was a participant in the Principal Leadership Institute (PLI). Ms. Kelly also earned a second Master of Education in Educational Administration, and her Administrative Credential at UCLA's PLI. Ms. Kelly has taught and coached in public and private middle and high schools. She appeared in the Who's Who Among America's Teachers in 2002 through student nomination. She has been a Vice Principal at Amador Valley High School and at Harvest Park Middle School for the Pleasanton Unified School District. Through her leadership, each school was named as a National School of Character. Her focus has also been on working with test data, teachers, and counselors to ensure that all students achieve equitable and successful outcomes. The Association of California School Administrators named Ms. Kelly the regional Co-Administrator of the year in 2004. In the corporate world, she developed, wrote and implemented training programs for employees and customers. She co-founded

Hoop Masters in Los Angeles, a non-profit, co-ed youth basketball program designed for children who wanted to experience athletics at the local and national level, and worked with youth from more than 85 schools.

II. EDUCATIONAL PHILOSOPHY & PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”

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

A. 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.

B. VISION

Our vision is 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.

C. EDUCATIONAL PHILOSOPHY

Tassajara Prep will educate students from Dublin and the greater Tri-Valley area, whose families are seeking a college preparatory education in a small school environment.

An Educated Person in the 21st Century

The 21st century will see a continuing expansion in knowledge and a world becoming more interdependent in an increasingly global society. As a result of these changes, businesses will continue to require a workforce with significant problem-solving, multifaceted communication, and technological skills. In order to be productive and successful members of their community, 21st century high school graduates need increasingly technical, yet at the same time increasingly diverse, educations that place in context the technology around them.

Tassajara Prep envisions educated persons in the 21st century as those who are aware of themselves and the world around them, are skilled in the latest communication tools, and possess an understanding of the environmental, historical, and cultural issues that shape and have shaped the world in which they are maturing. Together with a strong base in science, mathematics, and humanities, they should possess a familiarity with, and appreciation for, the arts, and celebrate their own creative talents.

Educated adults in the 21st century must understand their own learning style, including how to capitalize on strengths and overcome weakness. They need to work cooperatively with others from diverse backgrounds, identify and solve problems, and be able to resolve conflicts in a constructive manner. Above all else, 21st century learners should be imbued with a love of learning, a profound curiosity, an uninhibited sense of questioning and examination, and a powerful sense of self-direction.

The Tassajara Prep educational philosophy acknowledges that learning is a continuous process that extends beyond school hours into the home, among peers, and in the greater community.

How Learning Best Occurs

At Tassajara Prep, we believe 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. Tassajara Prep 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.

High Expectations and Culture of Achievement

Tassajara Prep will strive to produce healthy, successful, highly motivated citizens. Our vision of an excellent high school is one that maintains a culture of achievement through a program that stresses high standards and a commitment to assist all Tassajara Prep students toward success. Educators at Tassajara Prep will hold high expectations of their students. All students will follow a common set of rigorous academic standards and meet a strict code of conduct in a supportive atmosphere conducive to learning.

All course work at the school will be designed to help students prepare for the rigor 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 demanding 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 notion of college success for all.

D. TARGETED SCHOOL POPULATIONS

Grade	Average Class Size Ratio	# Of Classes	#of Students Per Grade	Year Grade Level is Commenced
9 th	27	8	216	2012 – 2013
10 th	27	8	216	2013 - 2014
11 th	27	8	216	2014 - 2015
12 th	27	8	216	2015 – 2016

Tassajara Prep will educate students entering ninth grade in the fall of 2012, and will add a grade each year in order to accommodate ninth through twelfth grade by school year 2015-2016.

Tassajara Prep is a tuition-free, non-sectarian public school of choice. We do not discriminate based upon race, religion, ethnicity, national origin, gender, culture, disability, or sexual orientation.

Priority for students enrolling in Tassajara Prep shall begin with students from the Dublin community, followed by any interested students in the State of California. During periods of funding under the Public Charter School Grant program (PCSGP), additional enrollment preferences will not be in effect.

We anticipate that Tassajara Prep will attract those who are seeking an alternative to their current educational system, desire an innovative education approach, and share the vision of Tassajara Prep. Students attending Tassajara Prep will be willing to take responsibility for their educational choices, will want a school environment with high expectations, and will be motivated to achieve excellence in education. Students at Tassajara Prep will receive greater personal attention and individualized instruction than they might at a larger, traditional high school.

Attendance

The School's academic calendar shall commence before September 30 in accordance with State charter school guidelines, and shall include, but not be limited to, 180 instructional days.

The number of instructional minutes for all grades shall meet or exceed the State's requirements in Education Code Section 46201(a)(3).

Tassajara Prep parents/guardians are responsible for sending their students to school and providing an explanation for student absences. Tassajara Prep shall develop policies to encourage regular attendance and for reporting trancies to appropriate local authorities.

E. CURRICULUM AND CONTENT

Curriculum at Tassajara Prep will be designed to prepare students to be successful participants in the integrated world beyond the classroom. Our curriculum will create learning situations in

which students delve deeply into their assignments to understand and master the material. Students are taught to find depth in each topic, assess its complexity, and be accountable for demonstrating proficiency in their learning. Students will develop methods of analysis, learn to communicate with others through a variety of methods, use creativity and imagination, develop self-discipline, and learn to act on their own beliefs.

1. Tassajara Prep students will understand logic and the roles of evidence and inference as a basis for approaching the whole panoply of other learning goals. In support of this primary objective, Tassajara Prep educators will focus on academic skills and approaches to problem solving through backward design.
2. Tassajara Prep will provide students with the opportunities to develop strong oral communication skills. Our students will make oral presentations to classes, teachers, parents, and members of the community. We believe the ability to present and defend ideas orally is critical for success in higher education and professional life.
3. Tassajara Prep will encourage our educators to take an interdisciplinary or multidisciplinary approach in their instruction by integrating traditional core classes. Tassajara Prep will expose students to the connections among and between the traditional academic disciplines. Teachers work together as a team to integrate instructional materials.
4. Tassajara Prep students will be taught explicitly how to study and approach academic tasks that will help them perform successfully at the college level.
5. Tassajara Prep educators will emphasize long-term, multi-disciplinary assignments.
6. Tassajara Prep will encourage our educators to leverage the Bay Area's environmental, cultural, and intellectual resources to supplement the curriculum through practical learning.
7. Tassajara Prep students will prepare a Senior Exhibition. This event will demonstrate, in a variety of ways, the students' mastery of the skills and knowledge required for graduation.

Educational Program Design

The small school structure and educational program design reflects current research and Tassajara Prep beliefs about how learning best occurs. Educational researchers have found that when compared to large schools, small schools have better attendance, stronger academic achievement, lower drop-out rates, fewer failed courses, greater participation in activities, and fewer behavioral incidents.

Diverse Pedagogy

Tassajara Prep parents and educators recognize that students learn in different ways and no one teaching method will work for all students. In addition to providing students with a range of ways to succeed, pedagogy needs to be adapted and be culturally responsive. To ensure that all students are actively engaged in learning, Tassajara Prep educators shall develop instructional

programs incorporating the theory of multiple intelligences to build on each student's strengths and to address diverse learning styles. These instructional programs will see that instruction is delivered through a variety of modalities — auditory, visual, multimedia, and kinesthetic.¹ Examples of these multiple intelligence strategies include Inquiry-Based Instruction, Direct Instruction, Cooperative Learning, Socratic Seminars, and Experiential Learning.

Learning Setting

Learning at Tassajara Prep will take place in many settings during the day on a traditional school campus. Students will be immersed in a classroom setting with a low student-teacher ratio to facilitate interaction and exploration. The goal is to have a campus complemented by a science research lab, a music room, an art room, a performing arts facility, research gardens, a library equipped with a multi-media center and a language lab, and physical education facilities.

Through a program incorporating small class size, increased staff-student interaction, individualized instruction, academic and personal counseling, and ongoing formal and informal assessments, faculty at the School will be able to know and meet the learning styles and needs of students at Tassajara Prep so that the students may, in turn, be focused on meeting and exceeding the state academic standards. These programs are designed to support all students, including those not meeting desired achievement goals.

Student Needs and Instructional Strategies

Tassajara Prep parents and educators understand that a successful student today is one who has the ability to think in a sophisticated fashion, communicate in a variety of ways, and collaborate as a team member. Students at Tassajara Prep will delve deeply into subjects and see interconnections amongst the different disciplines. Educators at Tassajara Prep will provide opportunities in their regular curriculum to incorporate interdisciplinary, project-based learning in their subjects.

In addition to fostering creativity, project-based, inductive learning will provide students with hands-on experience, opportunities to enhance problem-solving and leadership skills, and the chance for all students to make their education more related to their future careers and interests.

See **Appendix B -- Academic Program** for additional information.

Technology Integration

Computer technology in the 21st century is a powerful tool when used to enhance student learning. At Tassajara Prep, students and educators will incorporate technology into a multitude of learning tasks. A well-designed technological infrastructure will help create a model 21st century learning environment, encourage students to learn efficiently, and prepare them to be part of a technological workforce.

Our use of technology will serve as a catalyst to foster authentic constructivist, project-based learning in a variety of disciplines. Multimedia tools and instructional aid will facilitate learning that is tailored to the learning process. At points throughout the day, students may perform tasks such as research on the web, work on a written report or video presentation, participate in an

¹ Howard Gardner. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books, 1999.

online discussion, view a web-cast, publish on a weblog or website, run a simulation, create a design, learn an application, or develop a custom application.

Community-Based and Service-Based Learning

We will invite community members into the classroom to help enhance students' educational experiences, to serve as a resource for project-based learning, and to validate skills developed in the classroom. Students at Tassajara Prep will have opportunities to explore career interests through industry speakers, work site tours, job shadows, mentors, and internships.

Tassajara Prep strongly believes that the measure of a person's success is in what they give to others. Our program will intentionally integrate the service experience with our core curriculum and content standards. The Tassajara Prep service component will require students to complete a staff-approved community service project as a condition of graduation. Through our community service requirement, we will encourage students to meet a real community need and, if possible, to coordinate with another community organization. Our goal is for Tassajara Prep students to develop a strong sense of civic responsibility and establish the foundation for a lifetime of meaningful community involvement. The student service projects will be conceived and designed by the students themselves. As a result, students will not only deepen and demonstrate their learning, they will be empowered to become leaders and benefit the community in which they live. Students will develop relationships with adults who make tangible contributions to the community and work with them to create opportunities to apply their learning in a real world setting through community service.

Academic Counselors and Advisory Groups

An Academic Counselor will follow the incoming freshmen during their four years at Tassajara Prep. Academic Counselors will help students evaluate their abilities, interests, talents, and personality characteristics in order to develop challenging academic goals that maximize student potential to open various career paths. Counselors may use interviews, counseling sessions, interest and aptitude tests, and other methods to evaluate and advise students. Academic Counselors advise students regarding college majors, admission requirements, entrance exams, financial aid, and apprenticeship programs. As the need arises, counselors will also be available for personal counseling.

Academic Courses

The academic courses offered at Tassajara Prep will be structured to prepare students to pursue higher education. The faculty will be actively involved in shaping and continually updating the courses to provide the most current educational experience. The California State Board of Education has established content and performance standards. Students will be accountable for reaching these standards in the core disciplines—English/Language Arts, Mathematics, History/Social Science, and Science. Additional standards that students are accountable for include Foreign Language, Visual and Performing Arts, and Physical Education.

Tassajara Prep graduates will be required to meet the basic curriculum requirements for graduation as detailed by the State of California Board of Education; however, students may have the option to fulfill some course requirements on a pre-approval basis, through approved, on-line coursework from accredited institutions, or approved coursework at a local college as explained in Education Code Section 48800-48802.

Tassajara Prep will provide students and parents with a course catalog or its equivalent, notifying parents about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

All curricula at Tassajara Prep will be based upon the core California State Content Standards and be designed to develop a foundation of basic skills as well as cultivate higher-order thinking and problem-solving skills. Tassajara Prep students will demonstrate mastery of a core set of basic, academic skills before moving onto higher-level, more abstract material.

See the following appendices for additional information: **B – Academic Program, C – Curriculum Development, D – Draft Course Descriptions, E – University of California Course Approval Timeline, G – Enrichment Plan, N – Data and Assessment, and Sample Daily Schedule in Appendix O – Family-Student Handbook.**

Graduation Requirements

As a condition of graduation from Tassajara Prep, each student attending Tassajara Prep (*for the entire 4 years*) 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. This Tassajara Prep requirement exceeds the graduation requirements detailed by the State of California Board of Education. 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.

F. ACADEMICALLY LOW-ACHIEVING STUDENTS

Tassajara Prep maintains a culture of high expectations for all students. For those whose achievement potential is not being realized, administrators and teachers will work to ensure that no individual student falls behind. The structure of the Tassajara Prep 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 are thoroughly integrated into the entire student body, and they participate fully in all aspects of the curriculum at the School.

At Tassajara Prep, low-achieving students are 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.

Low-achieving and at-risk students may or may not qualify for special education services or EL services.

Tassajara Prep considers both groups as students who have not realized their full achievement potentials.

Parents of at-risk or low-achieving students are 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 school accountability, and serves to assist the parent, the teacher, and the student.

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.

For additional information, see **Appendix J – Student Remediation Plan**, **Appendix K – Student Success Team**, and **Academically Low-Achieving Students** in **Appendix N – Data and Assessment**.

G. ACADEMICALLY HIGH-ACHIEVING STUDENTS

Tassajara Prep is committed to providing those students who are achieving above grade level with Advanced Placement and Honors course credit opportunities to study the core curriculum in-depth and at an accelerated pace, allowing for uniqueness in student outcome and emphasizing higher level thinking skills. Students who are identified as achieving above grade level will be encouraged to participate in enrichment activities designed to challenge their special abilities.

For more information, see the **Academically High-Achieving Students** section in **Appendix N – Data and Assessments**

H. ENGLISH LANGUAGE LEARNERS

Tassajara Prep will meet all applicable legal requirements for English Language Learners (ELL) as they pertain to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

The following Tassajara Prep procedures ensure the proper placement, evaluation, and communication regarding ELL student rights or those of their parent or guardian. A home language survey is taken upon a student's initial enrollment application into the School. For all students who indicate that their home language is other than English, the California English Language Development Test (CELDT) is administered within thirty days of initial enrollment² and at least annually thereafter between July 1st and October 31st until the student is re-designated as fluent English proficient.

Tassajara Prep staff notifies all parents of the School's responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be

²The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been tested by the CELDT. All other students who have indicated a home language other than English will continue with annual CELDT testing from their prior school of enrollment.

used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

ELL Reclassification Procedures

Reclassification procedures use multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, one or more of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT;
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil;
- Comparison of the pupil's performance in basic skills against the performance of English proficient pupils of the same age;
- The Student Oral Language Observation Matrix (SOLOM) may be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

ELL Strategies for Instruction and Intervention

Teachers who serve ELL students are trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English Language Learners. The instructional design model used by Tassajara Prep places a heavy emphasis on differentiating instruction—a key strategy for English Language Learner success. Other strategies may include, but are not limited to, the following techniques:

1. Identifying Similarities and Differences.
2. Summarizing and Note Taking.
3. Reinforcing Effort and Providing Recognition.
4. Homework and Practice.
5. Nonlinguistic Representation.
6. Cooperative Learning.
7. Setting Objectives and Providing Feedback.
8. Generating and Testing Hypotheses.
9. Cues, Questions, and Advanced Organizers.

These nine instructional strategies are proven to be effective strategies for all students, including ELL students.³

The School shall comply with all applicable federal law in regard to services and the education of English Language Learner (“ELL”) students. The School shall develop, implement, and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum these policies and procedures shall:

- Identify students who need assistance including the use of a home language survey and mandatory CELDT testing as required by law.

³Robert 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.

- Ensure that necessary, appropriately credentialed staff (CLAD), curricular materials, and facilities are in place and used properly.
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students.
- Assess the success of the program and modify it where needed.

See **Appendix N – Data and Assessment** for more information.

I. SPECIAL EDUCATION AND STUDENTS WITH DISABILITIES

Overview of IDEA/Section 504

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. In addition, Tassajara Prep shall utilize all appropriate SELPA forms.

Tassajara Prep shall be solely responsible for its compliance with Section 504 and the ADA. The District facilities to be utilized by the School shall be accessible for all students with disabilities.

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 intends to 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.

III. MEASURABLE STUDENT OUTCOMES

“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)

METHODS TO ASSESS STUDENT PROGRESS TOWARD MEETING OUTCOMES

“The method by which pupil progress in meeting those pupil outcomes is to be measured.”

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

Tassajara Preparatory outcomes are meant to align with the mission, curriculum, and assessment of the school. Upon graduation, students will demonstrate the following core academic and lifelong learning skills, which have been developed to meet and exceed the California State Curriculum Standards.

A. MEASURABLE OUTCOMES

STUDENT OUTCOME GOALS

Through the senior project, community service project, official transcripts, personal portfolios, public exhibitions, and standardized testing, Tassajara Prep students will demonstrate attainment of the following goals:

- Students will demonstrate a mastery of designated outcome goals in the areas of English Literature, History, Math, Science, Art, and Foreign Language. *Suggested goals, subject to revision, are listed below in “Suggested Subject Matter Competencies.”*
- 100% of our students will demonstrate proficiency on the CST in English Language, History, Science and Math (defined as meeting or exceeding the state standards, scoring 350 or above on the CSTs, or scoring 35 or above on the CAPA).
- 100% of our students will pass the CAHSEE before graduation. Over 95% of 10th graders will pass the exam on their first try.
- Students will take and pass the classes necessary to be eligible for admission to the University of California and California State University systems.
- Students will be provided with opportunities to demonstrate effective communication, critical thinking, and personal and social responsibility.
- Students will demonstrate social responsibility by planning and implementing community service projects.
- Students will participate in the Senior Institute and take ownership of a Senior Project. The results of the Senior Projects will be displayed and evaluated during the Senior Exhibition.

More information about data and assessments can be found in **Appendix N – Data and Assessment**.

SCHOOL OUTCOME GOALS

Tassajara Prep will pursue the following school outcome goals:

- The School will demonstrate progress in the aggregated results of the pupil outcomes listed above.
- The School will have a high student attendance rate (with a preliminary goal of 97% ADA).
- The School will have a low student dropout rate. Dropouts are defined as those students who were enrolled at Tassajara Prep, left the school before graduation, and did not enroll in another school or institution of learning. In the first five years, the grade 9-12, 4-year derived dropout rate will be less than 5%.
- The School will have a high rank (6 or higher) on the California Academic Performance Similar Schools index in the first five years.
- The School will perform in the top 20% of the state on the Academic Performance Index (API) and will pursue continuous growth on the API and, if applicable, its API growth target.
- The School will meet 7 out of 7 Adequate Yearly Progress (AYP) criteria and will continuously pursue AYP.

We expect that Tassajara Prep's charter will be renewed, if we can demonstrate that the school met or made significant progress on these or reasonably revised pupil and school outcome goals.

Suggested Subject Matter Competencies

As described above, Tassajara Prep expects its graduates to demonstrate competency and mastery of specific academic subjects. The following is a list of suggested subject matter competencies that will continue to be revised and improved. The competencies are based on state standards, as well as on in-depth discussions with our school community, on what students should know and be able to do.

English

In English, students will:

- Understand and appreciate literature and the arts as expressions of, and ways to interpret, the human experience.
- Be proficient in academic writing.
- Be well-read as demonstrated by reading a wide selection of literary works from different genres.
- Make informed interpretations of the purpose and meaning of literary works.
- Convey interpretations of personal experience gleaned from literature.
- Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions.
- Evaluate how the form and content of a literary work contributes to its message and impact.

History

In History, students will:

- Recognize that events in the past inform the present.
- Understand and apply civic, historical, and geographical knowledge in order to become a citizen in a diverse world.
- Understand the building blocks of a representative government.

- Apply information, concepts, and perspectives from the history of our nation and the history and development of other nations.
- Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought.
- Understand the rich and varied achievements of diverse peoples.
- Debate public issues which arise in a representative democracy.
- Use historical research to ask and answer questions about the past.
- Recognize that regions can be defined in cultural, physical, or political terms.
- Accurately interpret and summarize information from maps, charts, and graphs.

Math

In Math, students will:

- Construct mathematical models.
- Use a variety of problem-solving strategies.
- Use advanced computing procedures.
- Understand and apply advanced properties of numbers.
- Understand and apply advanced methods of measurement.
- Understand and apply advanced concepts of geometry, functions and algebra, probability, statistics, and data analysis.

Science

In Science, students will:

- Analyze real world phenomena using scientific concepts, principles, and processes.
- Use the scientific method to ask and answer questions about the world.
- Understand essential ideas about the composition and structure of the universe and the motions of objects in it.
- Know basic concepts in physical sciences, biology, and chemistry.
- Learn the importance of units and careful data collection.
- Be acquainted with different lab methodologies through frequent hands-on student experiences.
- Apply algebra to problem solving in science, including but not limited to unit conversions, measurements, dimensional analysis and the use of significant figures.
- Develop critical thinking, measurement and observational skills.
- Understand a wide array of introductory inorganic chemistry topics and the associated introductory laboratory skills.
- Learn proper laboratory notebook and record keeping skills in preparation for and modeled after college/university laboratory courses.
- Grasp science as a process rather than as an accumulation of facts.
- Recognize unifying themes that integrate the major topics of biology.
- Apply biological knowledge and critical thinking to environmental and social concerns.
- Satisfy the science standards from the State of California (California State Science Standards <http://www.cde.ca.gov/be/st/ss/documents/sciencestnd.pdf>).

Art

In Art, students will:

- Participate in artistic activities.
- Make informed interpretations of the purpose and meaning of artistic works.
- Convey interpretations of personal experiences in expressive forms.

- Explain how art from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles and contributions.
- Explain how the form and content of an artistic work contributes to its message and impact.
- Explain the role of the artist in providing service to the community and the world.

Foreign Language

In Foreign Language, students will:

- Obtain sufficient verbal fluency and written proficiency to communicate effectively in a foreign language.
- Understand and appreciate the culture of the foreign language.

Technology

In Technology, students will:

- Use technology to increase learning.
- Understand and use current word processing, spreadsheet, database, and presentation software.
- Understand the use of the Internet.
- Understand how technology can serve the community.

Lifelong Learning Skills

Students will learn how to pursue their own path of learning throughout their adult lives, so they may become self-motivated, competent, and lifelong learners through mastery of the following skills:

Character Development

Students will understand and accept the value of integrity and moral courage in all aspects of life and learning.

Communication

Students will learn to listen, speak, read, and write as appropriate to the intended audience in school, at home, or in the community.

Cooperation

Students will learn to work productively with school peers, family members, and community members in order to complete assigned projects.

Critical Thinking

Students will form a reasonable opinion on matters requiring the active assessment and comparison of data to be socially aware citizens.

Caring and Respect

Students will learn to accept and demonstrate kindness and appreciation for cultural, linguistic, and socio-economic differences among peers and community members.

Citizenship

Students will learn to become civically responsible by participating in the School and community at large.

Conflict Resolution

Students will learn to resolve differences of opinion in a civil and fair manner.

Responsibility

Students will learn to maintain the highest personal standards in studies and citizenship.

Study Skills

Students will learn note-taking strategies, questioning strategies, library research skills, goal setting, self assessment, time management, and test taking strategies to further one's own learning.

Technological Literacy

Students will learn the effective and responsible use of technology to enhance learning and academic performance.

B. METHODS TO ASSESS STUDENT PROGRESS TOWARD MEETING OUTCOMES

“The method by which pupil progress in meeting those pupil outcomes is to be measured.”

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

Student outcome goals described above will be part of a comprehensive evaluation plan grounded in the belief that a true picture of student learning is only gleaned from a variety of differentiated assessments. Traditional standardized evaluations will be coupled with both formal and informal assessment tools to provide Tassajara Prep educators, parents, and the students with an in-depth picture of the students’ depth and breadth of achievement.

Assessment Assumptions

Assessments for individual students should focus on a student’s growth towards a proficiency standard rather than comparing a student’s performance against other students. Tassajara Prep will measure a student’s progress towards attaining the outcomes described above in a variety of ways including, but not limited to, the following:

- Authentic assessment – personal portfolios, public exhibitions, and etc.
- Demonstration of skills/knowledge – essays, oral presentations, and etc.
- State-sanctioned and/or required testing, including performance-based assessments such as CAHSSE, CAT-6, SAB/2, CST, and CELDT.
- Results on the State Board of Education (SBE) designated Physical Fitness Test (PFT) for students in California public schools.
- Parent-teacher conferences.
- Project completion.
- Field experience.
- Use of tutorials.
- Unit testing.
- Group participation.

School Performance Criteria

There will be a close relationship between a student's goal/content standard and the procedure(s) used to assess it. Assessment procedures and content are designed to meet individual student needs. Some individual modifications may include:

- Identifying individual learning styles and designing assessments to elicit a variety of thinking and application skills.
- Using a variety of people (e.g., family, employers, other professionals, etc.) in the assessment process.
- Using technology for presentation of assessment and student response.
- Allowing for a variety of assessment environments that take into consideration the purpose of the assessment and the student's unique needs, so the optimal assessment environment may be chosen.

Assessments include evaluation by teachers, advisors, parents/guardians, and the students themselves; all of whom are considered to be stakeholders in the students’ success by Tassajara Prep. This objective can only be achieved through a collaborative effort and mutual respect among the stakeholders.

Assessments help to build standards, examine teaching practices, and identify curriculum issues. Assessment information becomes meaningful only when it reflects something we value. The key question at the core of any evaluation is: Are students learning what we want them to learn?

Assessment Tools

Subject Area Rubrics

Faculty will create subject area rubrics (humanities, math, science, foreign language, visual and performing arts, technology, and physical education) that outline standards by grade level and establish benchmarks and performance indicators for the individual courses taught at Tassajara Prep. Students will be assessed against these rubrics consistently in order to measure their progress.

Grade Scale

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.

Grading Criteria – Major subject areas	
A	For this reporting period, the student has mastered the standards with creativity, depth, and complexity and has achieved an average of 90% to 100%.
B	For this reporting period, the student has mastered the standards and has achieved an average of 80% to 89%.
C	For this reporting period, the student has learned most of the standards and has achieved an average of 70% to 79%.
D	For this reporting period, the student has not met the standards and has achieved an average of less than 70%.
F	For this reporting period, the student has not met the standards and has achieved an average of less than 60%.

Report Card

All Tassajara Prep students are assessed four times per year on our school-wide quarterly report card. The report card includes grades, information about progress toward standards, and narrative comments. In this way, Tassajara Prep continually gives students and families information about student progress toward our own and State achievement standards.

Standardized Tests

Students at Tassajara Prep will participate in all state-mandated standardized assessments. These tests will provide additional information about the extent to which students are mastering key subject-area concepts and skills as reflected in the state standards. In addition to offering insight about the students' progress, these tests give us information about our School's effectiveness with our population as a whole and with "significant sub-groups." We analyze this data annually in order to review our success and make adjustments to our program.

Senior Institute

As part of the graduation requirements, students are required to present the results of their Senior Projects at the Senior Exhibition to demonstrate, in a variety of ways, their mastery of the

knowledge required for graduation and progress towards acquiring those skills enumerated under the “Lifelong Learning Skill” section.

Community Service

Tassajara Prep students will fulfill community service requirements each year. Through this requirement and the accompanying documentation, we will measure their progress towards mastery of leadership skills and citizenship within their community.

C. USE AND REPORTING OF DATA

The evaluation plan will assess what students know and how students apply their knowledge. The plan will also promote and support assessment and evaluation on the part of all stakeholders including the students, staff, and parents. The charts below display a summary of the student and school outcomes described earlier in “Element A – Measurable Outcomes” and their respective assessment methods. Consistent and calibrated rubrics to measure student performance will be developed as part of the evaluation plan.

MEASURABLE STUDENT OUTCOMES

School Outcome Goals	Assessment
Mastery of school-wide outcomes of critical thinking, communication, personal responsibility, and social responsibility	Portfolio and/or exhibitions
Proficiency in reading and writing	State and national standardized tests, writing assessments, essay exams, portfolios, and exhibitions
Subject Matter Competencies	Varied written, oral, and standardized tests, exhibitions, portfolio, and lab assessments
Student completion of required coursework and related activities for admission to the UC and CSU systems	Official transcript and authentic assessments
Mastery of Life Skills	Essays, journals, portfolios, exhibitions, peer reviews, community reviews, and performance evaluations.
Mastery of Leadership Skills	Documentation of a faculty-approved community service project
Completion of Senior Project	Documented results of a senior project

MEASURABLE SCHOOL OUTCOMES

School Outcome Goals	Assessment
Progress in aggregated pupil outcomes	Aggregate progress on the individual pupil outcomes
Student improvement on standardized tests	Compare standardized test scores (CST, CAT/6, CAHSEE, CELDT, SABE2) to comparable schools
Consistently high attendance rate	Compile Tassajara Prep attendance records and compare them to those from other schools in California
Lower student dropout rate, expulsions, and referrals to continuation schools	Compare with rates in chartering district
Meet or exceed Academic Performance Index (API) growth targets	Improve overall score (on a scale of 200-1000) on standardized exams, annual growth targets, subgroup scores, and statewide rankings as determined by the Tri-Valley Learning Corporation Board

Programmatic Report

The assessments are designed to be aligned with the mission, exit outcomes, and the curriculum described in the Charter. Tassajara Prep will collect annual data from the assessments listed above and will use the data to identify areas for improvement in the educational program. Based on the data compiled, the School will generate an annual performance report that includes:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in Appendix B: Academic Program.
- An analysis of whether student performance is meeting the outcomes specified by this section. These data will be displayed on both a Charter school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A record of any health or safety occurrences during the year, their disposition, and any policy or other actions taken in response.
- Data regarding the number of staff working at the school and their qualifications.
- Data on the level of parent involvement in the School's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.

- An overview of the School's admissions practices during the year. This overview will include data on the number of enrolled students from the waiting list and the number of expelled and/or suspended students.
- Information demonstrating whether the School implemented the means listed in the Charter to achieve a racially and ethnically balanced student population.
- A summary of major decisions and policies established by the Board during the year.
- Analyses of the effectiveness of the School's internal and external dispute-resolution mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal, and governance operations of the School relative to general compliance with the terms of the Charter.

The School and the District will also jointly develop an annual site visitation process and protocol in the Memorandum of Understanding (“MOU”) to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter. Tassajara Prep agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight.

Pursuant to Education Code Section 47604.3, Tassajara Prep will promptly respond to all reasonable inquiries regarding its financial and other public records from the District, the County Office of Education, and the State Superintendent of Public Instruction.

The annual programmatic report will be mailed to the address of record of all staff and families within 90 days of the end of the prior fiscal year. The School Accountability Report Card (“SARC”) will be posted annually as required by law.

IV. GOVERNANCE STRUCTURE

“The governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement.”

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

A. NONPROFIT PUBLIC BENEFIT CORPORATION

Tassajara Preparatory High School shall be operated by the Tri-Valley Learning Corporation (TVLC). TVLC was formed as a California non-profit public benefit corporation pursuant to California law and has had its 501(c)(3) status recognized by the Internal Revenue Service. The School shall be governed pursuant to its adopted bylaws as subsequently amended from time to time, which shall be consistent with this charter.

The School shall operate autonomously from the District, with the exception of the supervisory oversight and special education services as required by statute. Pursuant to the Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Tassajara Prep and for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the granting authority has complied with all oversight responsibilities required by law.

See **Appendix O – Tri-Valley Learning Corporation Bylaws** for additional information.

B. TRI-VALLEY LEARNING CORPORATION BOARD OF DIRECTORS

The Board of Directors will operate Tassajara Prep. Board members have a responsibility to receive input from the School’s families, staff, and interested community members regarding issues of significance and to weigh the input and opinions carefully before taking action. The TVLC Board is responsible for adopting a budget for each school it manages and for adopting policies and procedures for implementation of the Charter. The Board may choose, in accordance with its bylaws, to increase its membership depending upon the workload of the corporation. A majority of the directors must be elected by the TVLC parents and guardians as site board representatives. Others may be appointed by the Board from the community as provided in the TVLC bylaws. The TVLC Board will hold ultimate responsibility for the operation of the School, its compliance with applicable laws and regulations, its financial soundness, and the execution of its mission.

The Board has adopted policies and procedures regarding self-management and conflicts of interest. The TVLC Board of Directors may initiate and carry out any program or activity that is consistent and not in conflict with any law and the purposes for which charter schools are established. The Board may execute any powers delegated to it by law, shall discharge any duty imposed by law upon it, and may delegate to an employee of the corporation any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. The Board will receive proper training annually in effective board practices in accordance with all applicable state laws.

C. CHIEF OPERATING OFFICER

The Chief Operating Officer (COO) of the TVLC oversees the operational and fiscal areas of the corporation and plays a leading role in shaping and executing the corporation’s strategic and

operational plans. The COO will manage TVLC operational activities in fulfillment of the schools' missions as described in their charters. The COO will ensure that the corporation's business activities are managed effectively in compliance with charter school regulations and applicable education law, corporate code, and Generally Accepted Accounting Principles (GAAP). The COO will work with the TVLC Board, the site boards, the Chief Academic Officer, the Principals, and its committees to ensure that the corporation makes sound strategic decisions. The COO will serve as the key spokesperson for TVLC with the community, local and state government agencies, and the charter school movement.

D. CHIEF ACADEMIC OFFICER

The Chief Academic Officer (CAO) of the Tri-Valley Learning Corporation oversees the educational activities of the corporation and plays a leading role in executing the corporation's strategic and academic vision. The CAO will manage TVLC educational activities in fulfillment of the schools' missions as stated in their charters. The CAO will ensure that the corporation's educational activities are managed effectively in compliance with charter school regulations and applicable education law. The CAO will work with the TVLC Board, the COO, the site boards, the Principals, and its committees to ensure that the corporation makes sound strategic decisions.

E. ACCOUNTING MANAGER

The Accounting Manager will ensure that the corporation operates in fulfillment with the mission as stated in the charters and in compliance with California charter school law, education law, tax law, and labor law. All accounting functions must follow GAAP, Financial Accounting Standards Board (FASB), and Not-For-Profit standards and regulations.

F. PRINCIPAL

The Tassajara Prep Principal is the instructional leader at Tassajara Prep and will oversee the design and implementation of educational activities at the School. The principal will be responsible for implementing TVLC Board policies and developing all appropriate procedures that will support policy implementation. Additionally, the principal shall recruit, train, and evaluate the Tassajara Prep teaching and support staff.

See **Appendix Q – Tri-Valley Learning Corporation Organizational Chart** and **Appendix P – Job Descriptions** for additional details.

G. FAMILY PARTICIPATION

Family involvement in the education process is one of the most important elements of student success; therefore, Tassajara Prep will use family and community volunteers to enhance and extend all aspects of the School's education program. Parents will be asked to become active participants in their children's education, not only through engagement with teachers on expectations and performance, but also as volunteers who assist across the whole breadth of school operations. Tassajara Prep will actively ensure that meaningful volunteer opportunities are available outside normal working day hours so that all school families can participate in some way if they choose.

V. HUMAN RESOURCES

"The qualifications to be met by individuals to be employed by the school."

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

A. EMPLOYEE QUALIFICATIONS

Tri-Valley Learning Corporation shall recruit professional, effective, and qualified personnel who believe in the instructional philosophy outlined in its vision statement for all administrative, instructional, instructional support, and non-instructional support capacities. In accordance with Education Code 47605(d)1, TVLC shall be nonsectarian in its employment practices and all other operations. Tassajara Preparatory High School shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender or disability. All Tassajara Prep employees shall be employees of TVLC.

All employees should possess the personal characteristics, knowledge base, and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by the School.

Principal

The Principal supervises the campus teachers and non-instructional staff. The Principal shall act as the instructional leader at Tassajara Prep and shall be responsible for helping Tassajara Prep students achieve outcomes as outlined in the Educational Program.

Candidates for this position will possess:

- Excellent communication and community-building skills
- Administrative experience
- Extensive knowledge of curriculum development
- A record of success in developing teachers
- Experience in performance assessment

This individual must meet all of the following minimum requirements:

- Valid California Administrative Credential or equivalent
- Valid California Teaching Credential or equivalent
- Possession of a Master's Degree or higher

Teachers

Tassajara Prep shall comply with Education Code Section 47605(l), which states in pertinent part:

Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses. Core Teaching Faculty, as providers of the day-to-day teaching and guidance to the students, are the primary resources of the School. In a school culture that promotes academic rigor and success for all students, grade level core teachers are responsible for, but not limited to:

- Core subject instruction in mathematics, language arts, science, and history/social studies
- Curriculum planning
- Collaboration with fellow faculty and administrators
- Student assessment
- Communication with parents

Candidates for these positions will possess:

- A commitment to students and learning
- Knowledge about their subject material
- A willingness to be innovative and dynamic in their instruction methods

Accordingly, these core teachers must meet all of the following minimum requirements as defined by the No Child Left Behind Act (NCLB):

- A Bachelor's Degree
- A valid State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential
- Demonstrated core academic subject matter competence

TVLC further stipulates that any hired individual will be required to convert out-of-state credentials to equivalent California credentials within a reasonably determined amount of time. Educators in non-core classes, defined as those who are providing specialized learning opportunities, including options for physical education, fine and performing arts, or foreign language instruction, will have subject matter expertise, professional experience, and the demonstrated ability to engage learner's participation in the educational process as determined by Tassajara Prep and meet any applicable requirements of the NCLB legislation.

All employees shall be fingerprinted and successfully pass all the mandatory background checks as required by the California Department of Justice and Federal Bureau of Investigations. TVLC will be using LiveScan™ to fulfill these legally mandated background checks. TVLC administrators may require additional background checks in order to safeguard the health and safety of Tassajara Prep's students, faculty, and staff, as long as these checks are permitted by law.

In accordance with applicable law, Tassajara Prep reserves the right to recruit, interview, and hire anyone at anytime who has the best qualifications to fill any of its position vacancies.

B. RETIREMENT BENEFITS

"The manner by which staff members of the charter schools will be covered by the State teachers' Retirement System, the Public Employees' Retirement System or federal social security."

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

All full-time employees of Tassajara Prep shall participate in a qualified retirement plan including, but not limited to, State Teachers Retirement System ("STRS"), Public Employees Retirement System ("PERS"), the federal social security system, or other alternate qualified plans as applicable to their positions. All part-time staff will participate in the federal social

security system. Staff at Tassajara Prep may have access to other school sponsored retirement plans according to policies developed by the TVLC Board and adopted as the School's employee policies.

C. EMPLOYEE REPRESENTATION

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act"

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

TVLC shall be deemed the exclusive public school employer of the employees at Tassajara Prep for the purposes of Educational Employment Relations Act ("EERA").

Persons employed by TVLC are not considered employees of the District for any purposes whatsoever. TVLC maintains full responsibility and liability for hiring and retention purposes for all of its employees.

D. RIGHTS OF SCHOOL EMPLOYEES

"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school."

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

Employees of the District who choose to leave the employment of the District to work in the Charter School shall have no automatic rights of return to the District after employment at Tassajara Prep unless specifically granted by the District through a leave of absence or other agreement of the District as aligned with the collective bargaining agreements of the District.

All Tassajara Prep employees shall be considered the exclusive employees of TVLC and not Dublin Unified School District, unless otherwise mutually agreed in writing. Neither sick or vacation leave nor years of service credit at DUSD or any other school district shall be transferred to TVLC.

As provided in Section V of this charter, Tassajara Prep shall be the exclusive public school employer for purposes of the Educational Employment Relations Act ("EERA"); thus, the collective bargaining contracts of DUSD shall not be controlling.

E. HEALTH AND SAFETY

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237."

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

Tassajara Prep will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. The following is a summary of the health and safety policies of Tassajara Prep:

Procedures for Background Checks

TVLC Employees and contractors will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The COO/CAO and the School's Principal shall monitor compliance with this policy and report to the TVLC Board of Directors as needed. The COO/CAO shall monitor the fingerprinting and background clearance of the Principal. The TVLC Board President shall monitor the fingerprinting and background clearance of the COO/CAO.

Volunteers who will volunteer on campus and will have interaction with and/or access to Tassajara Prep students will be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All TVLC employees will be mandated child abuse reporters and will follow all applicable reporting laws.

TB Testing

Tassajara Prep will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Immunizations

Tassajara Prep will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

CPR /First Aid Training

All employees will be trained and certified in CPR/First Aid prior to the commencement of their first year of employment. All employees will also be required to maintain that certification for as long as they are employees of TVLC.

Medication in School

Tassajara Prep will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision /Hearing/Scoliosis

Tassajara Prep will adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the School.

Emergency Preparedness

Tassajara Prep will adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site. This plan will include, but not be limited to, fire, flood, earthquake, terrorist threats, and hostage situations.

Drug Free/Alcohol Free/Smoke Free Environment

Tassajara Prep will maintain a drug-free, alcohol-free, and smoke-free environment.

Bloodborne Pathogens

Tassajara Prep will meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. The TVLC Board will establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). When exposed to blood or other bodily fluids through injury or accident, students and staff shall follow the latest medical protocol for disinfecting procedures.

Integrated Complaint and Investigation Procedure

Tassajara Prep will adopt a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School. Under the direction of the TVLC Board, the COO/CAO shall be responsible for investigation, remediation, and follow-up on matters submitted to Tassajara Prep through this procedure.

Facility Safety

Tassajara Prep will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that these systems are maintained in an operable condition at all times. The School shall conduct fire drills monthly and, if at District facilities, do so in conjunction with the District.

Comprehensive Sexual Harassment Policies and Procedures

Tassajara Prep is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Tassajara Prep will adopt a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School. Employee-to-employee, employee-to-student, and student-to-employee misconduct of this nature is very serious and will be addressed in accordance with the Charter School policy.

Procedures

TVLC shall adopt procedures to implement the policy statements listed above.

VI. DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING, AND RENEWAL

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.”

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

A. INTENT

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to Tassajara Preparatory High School’s policies, (2) minimize the oversight burden on the District, and (3) ensure a fair and timely resolution to disputes.

B. PUBLIC COMMENTS

Tassajara Prep staff, the Tri-Valley Learning Corporation Board members, and the District agree to attempt to resolve all disputes regarding this Charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

C. DISPUTES ARISING FROM WITHIN THE SCHOOL

Disputes arising from within the School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of Tassajara Prep, shall be resolved pursuant to policies and processes developed by the School.

D. DISPUTES INVOLVING TASSAJARA PREP AND/OR TRI-VALLEY LEARNING CORPORATION AND/OR DUBLIN UNIFIED SCHOOL DISTRICT

Tassajara Prep and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

Revocation of the Charter may be commenced by the District Board of Education in accordance with Education Code Section 47607 or applicable law.

In the event that Tassajara Prep and the District have disputes regarding the terms of this charter or any other issue regarding the School and the District’s relationship, both parties agree to follow the process outlined below.

1. In the event of a dispute between the Charter School and the District, the Charter School and the District agree to frame the issue in written format (“dispute statement”) first and refer the issue to the COO/CAO of the Charter School and the Superintendent of the District. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this possibility shall be noted in the written dispute statement; however, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or serve as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.
2. The COO/CAO and the Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute no later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards to meet

jointly with the COO/CAO of the Charter School and the Superintendent of the District to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the COO/CAO and the Superintendent shall meet to identify jointly a neutral third party mediator to engage the Parties in a mediation session designed to facilitate dispute resolution. The format of the mediation session shall be developed jointly by the COO/CAO and the Superintendent. Mediation shall be held within sixty business days from receipt of the dispute statement. The costs of the mediator shall be split equally between the Charter School and the District. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the Charter School and the District.

VII. STUDENT ADMISSIONS, ATTENDANCE & SUSPENSION – EXPULSION POLICIES

A. STUDENT ADMISSION POLICIES AND PROCEDURES

“Admission requirements, if applicable.” - California Education Code Section 47605(b)(5)(H)

Tassajara Preparatory High School shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the Dublin Unified School District. Students shall be considered for admission without regard to ethnicity, national origin, gender, disability, or sexual orientation.

The School shall strive to achieve a student population who understand and value the School's mission and vision statements and are committed to the School's instructional and operational philosophy from the City of Dublin. Students who are currently under an expulsion from a public school may not enroll in the School until the expulsion term is documented as completed. These students must complete the rehabilitation plan created by the former school or District or one created by Tassajara Prep on behalf of the students before they may become eligible for enrollment.

Tassajara Prep shall admit all students who wish to enroll in the School subject only to capacity. If there are more applicants than capacity, in any grade level, admission to Tassajara Prep, except for returning students to the School, shall be determined by public random drawing. Preference for enrollment shall be given in order of priority according to Tassajara Prep policy as follows:

- 1) Students returning from the previous year
- 2) Siblings of currently enrolled students at Tassajara Prep*
- 3) Children of the paid staff at Tassajara Prep (not to exceed 10%)*
- 4) Residents of areas served by the DUSD
- 5) Continuing students from a Tri-Valley Learning Corporation school*
- 6) Siblings of currently enrolled students at a Tri-Valley Learning Corporation school*
- 7) Other California residents

** During periods of funding under the Public Charter School Grant program (PCSGP), this preference will not be implemented.*

The open application period will commence in the fall of the prior year. If more students apply than can be admitted, in accordance with Education Code Section 47605(d), a public random drawing shall be held to select students for admission or placement on the waiting list. Continuing students, returning for the following year, will receive preferential admission and will not be subject to a public random drawing.

When a drawing is necessary after an enrollment period has ended, it shall be conducted in accordance with the preference groups established herein, beginning with a drawing for all applicants who are members of the highest preference group that cannot be entirely accommodated within the available vacancies. A waiting list of applicants at each grade level shall be maintained to fill vacancies that occur during the school year. Any applicant that has filed false information on any form in order to gain entrance to Tassajara Prep will not be admitted, and any of their siblings and/or relatives who have gained admission through the “sibling priority preference” as stated in this charter, may be disenrolled from Tassajara Prep after an opportunity to appear and present before the TVLC Board.

B. MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF DISTRICT

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

Tassajara Prep 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 within the Dublin community:

- An enrollment process that is scheduled and adopted 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 all of the various racial and ethnic groups represented in the territorial jurisdiction of DUSD.
- Outreach activities including, but not limited to:
 1. Public and private communication with DUSD schools.
 2. Press releases and other communications with local print, online, and broadcast news media.
 3. Posting of notices or banners in libraries and other public buildings and spaces, as well as with local businesses and religious institutions.

See **Appendix F – Community Outreach Plan** for additional information.

C. ATTENDANCE ALTERNATIVES

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

Students who choose not to attend Tassajara Prep may attend their schools in the school district where they reside or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in Tassajara Prep will be informed that the pupil has no right to admission in a particular school of any local educational agency or a particular program of any local education agency as a consequence of enrollment in Tassajara Prep, except to the extent that such a right is extended by the local education agency.

D. PUPIL SUSPENSION AND EXPULSION

“The procedures by which pupils can be suspended or expelled.”

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

Tassajara Prep acknowledges the responsibility of each student, parent, volunteer, faculty, staff, and administrator to contribute to the wellbeing of the community by demonstrating responsibility and accountability for individual and group actions. Tassajara Prep strives to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility. The purpose of discipline at Tassajara Prep is to:

- Promote genuine pupil character development.
- Inculcate respect of authority.
- Assist in the growth of self-discipline.
- Provide an orderly atmosphere conducive to learning.

The TVLC Board has developed a comprehensive suspension and expulsion policy and procedure. The suspension and expulsion policy will be printed and distributed to the Tassajara Prep community. The policy will clearly describe the School’s academic and behavioral expectations regarding attendance, work habits, harassment, substance abuse, violence, and safety among others. School discipline will be addressed during orientation and all students, parents, and guardians will be asked to verify that they have reviewed and understand the policies and procedures.

Any student who engages in repeated violations of Tassajara Prep academic or behavioral expectations may be required to attend a meeting with the Tassajara Prep staff and the student’s parent/guardian. The School may prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations. These consequences may include, but are not limited to, suspension or expulsion. The Principal may discipline and ultimately suspend or recommend expulsion to the TVLC Board for students who fail to comply with the terms of the remediation agreement. Students who present an immediate threat to the health and safety of Tassajara Prep’s student body and staff may also be immediately suspended and later expelled by the Board upon recommendation of the Principal. The School’s policies will provide all students with due process and will be developed to conform to all applicable state and federal laws relating to the discipline of students with exceptional needs prior to beginning instruction.

The School will notify the District of any expulsions and will include suspension and expulsion data in its annual performance report.

In preparing the lists of enumerated suspension and expulsion offenses and procedures, 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).

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

VIII. REPORTING AND ACCOUNTABILITY

“The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”

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

A. BUDGET AND CASH FLOW

A multi-year financial plan for the Tassajara Preparatory High School is based on available data and detailed in:

See **Appendix R – Fiscal Plan** for additional information.

B. FINANCIAL REPORTING

Tassajara Prep shall provide financial reports and any other requested fiscal reports to Dublin Unified School District as follows:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Accounting Manager, State Department of Education, and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

C. INSURANCE

Tassajara Prep shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The DUSD Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, Tassajara Prep shall provide evidence of the above insurance coverage to the District.

D. ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the School are to be provided.

- Education Code Section 47605(g)

The COO/CAO of Tri-Valley Learning Corporation will assume the lead responsibility for administering Tassajara Prep under the policies adopted by the TVLC Board of Directors. Tassajara Prep anticipates that TVLC will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional

program development. TVLC may, however, be interested in discussing fee-for-service arrangements for services provided by the District if available.

E. FACILITIES

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate.

- Education Code Section 47605.6(b)(5)(D)

Tassajara Prep desires to operate on one site within DUSD boundaries. Tassajara Prep shall discuss with DUSD the specific terms, rights, and responsibilities related to the location of the School on a DUSD facility pursuant to Education Code Section 47614 and its implementing regulations.

F. FINANCIAL AUDIT

“The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”

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

The TVLC Board shall select an independent financial auditor from the list approved by the State Accounting Manager’s Office and oversee audit requirements.

An annual audit of the books and records of Tassajara Prep and TVLC shall be conducted as required under the Charter Schools Act, section 47605(b)(5)(I). The books and records of Tassajara Prep and TVLC shall be kept in accordance with Generally Accepted Accounting Principles and as required by applicable law.

The auditor shall have, at a minimum, a CPA, documented experience in auditing educational institutions, and be on the State Accounting Manager’s Office list of approved auditors. To the extent required under applicable federal law, the audit scope shall be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

Tassajara Prep anticipates that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, Alameda County Superintendent of Schools, State Board of Education, the State Accounting Manager, and to the California Department of Education (CDE) by December 15th each year. The COO/CAO will review any audit exceptions or deficiencies and report to the TVLC Board with recommendations on how to resolve them. The TVLC Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. The independent fiscal audit of Tassajara Prep is a public record to be provided to the public upon request.

G. CLOSURE PROTOCOL

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for maintenance and transfer of pupil records.”

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

The following procedures shall apply in the event Tassajara Prep closes, regardless of the reason for closure.

Closure of the School shall be documented by official action of the TVLC Board. The action shall identify the reason for closure. The TVLC Board shall promptly notify the District, within 10 business days, of the closure and the effective date of the closure.

The TVLC Board shall ensure notification to the parents and students of Tassajara Prep regarding the closure and provide information to assist parents and students in locating suitable alternative programs. This notice shall be provided promptly, within 10 business days, by U.S. Mail, following the TVLC Board's decision to close the school. As applicable, the school shall transfer all appropriate student records to either DUSD or the Alameda County Office of Education. If both are unwilling to store such records, these records will be sent back to the student's district of residence and shall otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g.

As soon as reasonably practical, Tassajara Prep shall prepare final financial records. Tassajara Prep shall also have an independent audit completed as soon as reasonably practical and generally no more than six months after closure. Tassajara Prep shall pay for the final audit. The audit shall be prepared by an auditor selected by the TVLC Board from the list approved by the State Accounting Manager's Office and shall be provided to the District promptly upon completion. The purpose of the audit is to determine the net assets or net liabilities of Tassajara Prep. The assessment will include an accounting of all Tassajara Prep assets, including cash, accounts receivable, and an inventory of property, equipment, and supplies. It will also include an accounting of the School's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit should also assess the disposition of any restricted funds received by or due to Tassajara Prep.

In addition to a final audit, Tassajara Prep shall also submit any required year-end financial reports to the CDE and the authorizing entity in the form and time frame required. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting, for the fiscal year.

On closure of the School, all assets of Tassajara Prep, including, but not limited to, all leaseholds, tangible and intangible personal properties, all ADA apportionments, and other revenues generated by students attending the school remain the sole property of TVLC and shall be distributed in accordance with the TVLC articles of incorporation and applicable law upon dissolution of the School. On closure, TVLC shall remain responsible for satisfaction of all liabilities arising from the operation of Tassajara Prep.

Since TVLC is organized as a nonprofit public benefit corporation under California law, the TVLC Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

IX. IMPACT ON THE DISTRICT

Governing Law: Potential civil liability effects, if any, upon the school and upon the District

-- Education Code Section 47605(g).

A. POTENTIAL CIVIL LIABILITY EFFECTS

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of Tassajara Preparatory High School on Dublin Unified School District.

Civil Liability

Tri-Valley Learning Corporation shall be operated as a California non-profit public benefit corporation. TVLC is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

The central objective of the corporation is to provide public education for residents of the State of California, in accordance with the Charter Schools Act, California Education Code Section 46700, et seq.

As such, in accordance with Education Code Section 47604(c), if the District complies with all oversight responsibilities required by law, the District shall not be liable for the debts or obligations of TVLC or for claims arising from the performance of acts, errors, or omissions by TVLC.

Further, TVLC and DUSD shall enter into a Memorandum of Understanding (MOU), which shall provide for indemnification of the District.

The corporate bylaws of TVLC shall provide for indemnification of Tassajara Prep Board of Directors, officers, agents, and employees, and TVLC will purchase general liability insurance to secure against financial risks. DUSD shall be named as an additional insured on the TVLC general liability insurance covering Tassajara Prep. The TVLC Board of Directors will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

X. CONCLUSION

By approving this charter, the Dublin Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve student learning; increase learning opportunities for all students, with special emphasis on expanded learning opportunities for those students identified as academically low achieving; create new professional opportunities for teachers; and provide parents and students with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively, with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a five-year charter to begin in **the fall of 2012**. The Charter School shall be considered approved as of the date of charter approval. The term of the charter shall expire on **June 30, 2017**.