



25 February 2013

Kathleen Daugherty, Superintendent
and
NESD Board of Directors

Re: Squaw Valley Preparatory (née Squaw Charter School)

Dear Superintendent Daugherty and Directors,

The first thing you may notice about this charter petition packet is the logo and school name, which have changed since last we met as a result of additional strategizing and securing a 25 year user license with Squaw Corp to use their logo image as our own. We therefore enthusiastically re-introduce to you Squaw Valley Preparatory (SVP).

At the February 13, 2013 Public Hearing, NESD Trustee Michael Leydon, and TTUSD Representative Thomas Gemma, raised several valuable points for the Founding Group to consider clarifying as it finalized its charter petition, namely:

- ☪ Population Diversity Strategy
- ☪ Squaw Education Foundation Sustainable Fundraising Plan
- ☪ Details within the Multi-Year Financial Plan

We appreciate this constructive feedback and have addressed the issue of Population Diversity Strategy in Appendix M to the Charter. Additionally, we have added to Appendix B information regarding Squaw Education Foundation some of the foundation's initial strategies for long-term sustainability. Finally, Superintendent Daugherty has presented the SVP Multi-Year Financial Plan to EdHive, for external review, the results of which we understand will be presented to the NESD board at the February 26 special meeting.

Interest in our program continues to flow in and, with your authorization, we are excited to begin the vital work of making real our dream of a world-class athletic/academic public charter school program in the Tahoe-Truckee area.

With gratitude,



Gamille Taylor, Founding Executive Director
camille@squaw.org



SQUAW VALLEY PREPARATORY

Charter Petition

Respectfully presented on February 26, 2013 to the
Newcastle Elementary School District Board of Trustees

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AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Camille Taylor, hereby certify that the information submitted in this petition for a California public charter school to be named Squaw Valley Preparatory (“SVP” or the “Charter School”), operated by Creekside Charter Management, and to be authorized by the Newcastle Elementary School District (“NESD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- ✓ The Charter School shall meet all State Standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools [Ref. Education Code Section 47605(c)(1)]
- ✓ Creekside Charter Management shall be deemed the exclusive public school employer of the employees of Squaw Valley Preparatory for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- ✓ The Charter School shall be non-sectarian in its programs, admissions policies, employment practices and all other operations. [Ref. Education Code Section 47605(d)(1)]
- ✓ The Charter School shall not charge tuition [Ref. Education Code Section 47605(d)(1)]
- ✓ The Charter School shall admit all students who wish to attend Squaw Valley Preparatory, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- ✓ The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- ✓ The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of

1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- ✓ The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations 11967.5.1(f)(5)(C)]
- ✓ The Charter School shall ensure that teachers in the Charter School hold a certificate from the California Commission on Teacher Credentialing, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code 47605(l)]
- ✓ The Charter School shall at all times to maintain all necessary and appropriate insurance coverage
- ✓ The Charter School shall for each fiscal year, offer at minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- ✓ The Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information in the event a pupil leaves Squaw Valley Preparatory without graduating or completing the school year for any reason. [Ref. Education Code 47605(d)(3)]
- ✓ The Charter School shall maintain accurate and contemporaneous written records that document all pupils' attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- ✓ The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- ✓ The Charter School shall comply with any jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- ✓ The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- ✓ The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- ✓ The Charter School shall comply with the Brown Act and the Public Records Act.
- ✓ The Charter School shall comply with the Family Educational Rights and Privacy Act (FERPA).
- ✓ The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

AUTHORIZED REPRESENTATIVE:

Camille Taylor, Lead Petitioner

Date

OVERVIEW

Location	Physical Address: Olympic Valley, CA 96146 Mailing Address: PO Box 5369, Tahoe City, CA 96145, Placer County
Educational Focus	Individualized, Innovative and Involved Learning Environment honoring students' unique passions, skills and needs, while facilitating academic excellence through student driven, blended and project-based learning structures.
Students Served	Students residing in Placer, Nevada, El Dorado, Sutter, Yuba and Sacramento Counties Year 1 Enrollment Projections: grades 7-10 70 students Year 5 Enrollment Projections: grades K-12 298 students
Flexible Instruction	A hybrid program offering up to 79% of weekly core instruction to students in accord with the parameters of SB 740 schools designated as independent study programs
Founding Group	Anne Butterworth Ken Gracey Mark Gogolewski Todd Kelly Kirsten Johansen Bill Nguyen Katrina Smolen Vince Sosnkowski Camille Taylor Emilio Vaca Lynda Walsh
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BACKGROUND

After four years of operating as a learning center of Forest Charter School, Creekside Cooperative petitioned the Newcastle Elementary School District Board of Trustees to authorize Creekside Charter School (“CCS” or “Creekside”). Creekside immediately established itself as the highest performing K-8 education option in the Tahoe Basin, offering a high-quality educational choice through individualized, innovative and involved scaffolding, combining the best elements of classroom instruction with the flexibility afforded independent study programs, all within a framework of high academic standards.

Creekside Charter School stakeholders and community partners recently came together to discuss a growing educational need in the Truckee-Tahoe community: the need for an education alternative which includes grades K-12, serving residents in all three counties in the area, providing both academic excellence and the program flexibility to foster individual extra-curricular pursuits and passions. Currently, students who pursue experience and training in competitive skiing, dance, visual and performing arts, technology and design, and other areas, are restricted by traditional public educational structures or limited learning opportunities, too often having to choose between academic excellence and pursuit of their individual passions and talents. As a result of ensuing discussions and considerable research, the group determined that the Truckee-Tahoe community would support and benefit from a new educational option providing such a program. Creekside Charter Management, a California non-profit public benefit corporation applying for 501(c)(3) tax exempt status with the IRS, was established with the intention of operating the existing Creekside Charter School and the proposed Squaw Valley Preparatory.

Recognizing that two of the greatest challenges start-up charter schools face are with cash flow and facilities, the Squaw Education Foundation was concurrently established with the intention of focusing directly on fundraising for the benefit of Creekside Charter School and Squaw Valley Preparatory to help mitigate the cash flow/facilities challenges, and provide ongoing support of the two schools’ excellent programs. Sizable pledges have already been made to the Squaw Education Foundation, pending District authorization of this Charter Petition (see Appendix B).

INTRODUCTION

“The fact is that given the challenges we face, education doesn’t need to be reformed -- it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.”

— Ken Robinson, [The Element: How Finding Your Passion Changes Everything](#)

The Tahoe Basin draws individuals and cultivates a community closely connected to its environment, from the one of the deepest lakes in North America to some of the best skiing in the world. The privilege of living here comes with the responsibility of stewardship. The founders of Squaw Valley Preparatory seek to create a legacy for generations to come, enabling our youth a rigorous academic environment, state of the art technology and top-notch athletic training. The natural wonders found in Tahoe and prospects that abound afford our children an amazing ability to be stewards of the land, and pioneers of the future. This is an opportunity to build character and imbue valor and honor through commitment to academia, perseverance of one’s chosen goals, while humbled by a reverence of the natural landscape and the necessity of team work in its environments.

With the intention of building on the proven success of Creekside Charter School’s paradigm, and further developing its individualized, innovative and involved program through project based learning, subject integration and character/passion development, the Founding Group extensively researched the best practices of hybrid scheduling flexibility, flipped and blended classrooms, virtual learning alternatives, and master teacher scaffolding as structural cornerstones for this new charter venture. Each of these aspects aligns naturally with the Common Core Standards, infusing depth of knowledge with the ability to discover and apply knowledge in a process that is creative and valuable.

Through this charter, the Founding Group of Squaw Valley Preparatory proposes an educational program which contributes to the definition of a 21st Century learning environment within the context of the Tahoe Basin, and invites the Newcastle Elementary School District Board of Trustees to join in this venture by authorizing this charter.

ELEMENT ONE

EDUCATIONAL PHILOSOPHY AND 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.

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

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

1. **MISSION:** The mission of Squaw Valley Preparatory is to cultivate student success through mindful perseverance, critical thinking, resourcefulness and advanced knowledge that will prepare students for high levels of success in school, work and life, while honoring the individuality and passions of each student.

2. **VISION:** Not all children learn the same way or have the same strengths, challenges, and opportunities, SVP supports Individualized Learning through an integrated suite of diverse strategies and resources. SVP's project-based, approach to learning supports student discovery, academic development and depth of knowledge, individualized through choice. Our flexible schedule instruction options allow students to concurrently pursue their passions, integrating interests, skills and needs into the excellence of their academic development.
 - ✓ **Individualized Learning** - Incorporating relevance through individual interests, skills and needs into the education process, SVP pairs students with Master Teachers who facilitate the Individualized Learning experience for each student throughout their tenure at SVP, scaffolding high academic and personal achievement, college and career preparation.
 - ✓ **Innovation** - From ongoing infusion of resources and technology, to teacher-designed lessons integrating subjects and learning styles, to student-designed projects for unit assessment, Innovation enables rich Individualized Learning and high student achievement, college and career preparation.
 - ✓ **Involvement** - Learning within the context of community and partnership fosters a sense of stewardship and connectedness that is empowering and brings relevance to the concepts we are learning. Active involvement from Master Teachers, instructors, parents and community

members consistently communicates to students the value we place on their individual development and success.

Through Individualized Learning, Innovation and Involvement, SVP provides an environment rich with inspiration, choice and support for high student achievement.

3. STUDENT GOALS: SVP graduates will:

- ✓ be Independent Learners
- ✓ be Innovative thinkers
- ✓ Informed Inquirers
- ✓ have the mindful perseverance needed to meet challenges in their personal and professional lives.
- ✓ have the academic skills and knowledge needed for success in chosen college or career paths.
- ✓ be proficient in 21st century skills with an emphasis on innovative technology integration.
- ✓ have a life-long commitment to bettering humanity.
- ✓ be self-motivated, competent, lifelong learners.

4. EDUCATIONAL PHILOSOPHY AND DESIGN: SVP believes that learning best occurs in a small school environment where students are supported by highly involved school staff and parents, have access to a rigorous, Common Core standards-based curriculum taught by a top quality teaching faculty, are afforded ongoing involvement in the individual goal setting of their education, and are provided the individual support and resources they need to master the curriculum and gain the life skills necessary for success. SVP will provide an environment that is safe, caring, and holds all participants to high expectations. The small school setting will allow students, teachers and staff to develop relationships that are conducive to a highly effective teaching and learning environment. Our individualized approach enables each student to develop his/her individual passions and potentials to the fullest in a challenging yet flexible environment. Integrating Common Core Standards into the student-centered, project based program will prepare students with authentic, “real-world” and competitive experiences. The instructional program will continuously be monitored and improved as student needs change with data driving modifications to our instructional practices.

4.1. **An Educated Person in the 21st Century**: A student who is well prepared to succeed in college, work and life in the 21st century masters key cognitive strategies which enable him/her to deftly apply knowledge from a range of disciplines. Project-based learning allows young people to explore the big ideas embedded in important cross-disciplinary questions while developing 21st century skills. SVP students, as educated people in the 21st century, will demonstrate the following skills:

- ✓ **Intellectual Openness:** Possessing curiosity and a thirst for deeper understanding, questioning the views of others when those views are not logically supported, accepting constructive criticism, and changing personal views if warranted by the evidence.
- ✓ **Analysis:** Identifying and evaluating data, material, and sources for quality of content, validity, credibility, and relevance; comparing and contrasting sources and findings and generating summaries and explanations of source materials.
- ✓ **Inquisitiveness:** Engaging in active inquiry and dialogue about subject matter and research questions and seeking evidence to defend arguments, explanations, or lines of reasoning.
- ✓ **Reasoning/Argumentation:** Constructing well-reasoned arguments or proofs to explain phenomena or issues; utilizing recognized forms of reasoning to construct an argument and defend a point of view or conclusion; accepting critiques of or challenges to assertions; and addressing critiques and challenges by providing a logical explanation or refutation, or by acknowledging the accuracy of the critique or challenge.
- ✓ **Interpretation:** Analyzing competing and conflicting descriptions of an event or issue to determine the strengths and flaws in each description and any commonalities among or distinctions between them; synthesizing the results of an analysis of competing or conflicting descriptions of an event or issue or phenomenon into a coherent explanation.
- ✓ **Problem Solving:** Developing and applying multiple strategies to solve routine problems, generating strategies to solve non-routine problems, and applying methods of problem solving to complex problems requiring method-based problem solving.
- ✓ **Creativity and Innovation:** Demonstrating originality and inventiveness in work by developing, implementing and communicating new ideas to others; open and responsive to new and diverse perspectives; and acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs.
- ✓ **Critical Thinking:** Exercising sound reasoning in understanding, making complex choices and decisions, understanding the interconnections among system, and identifying and asking significant questions that clarify various points of view and lead to better solutions.
- ✓ **Collaboration:** Articulating thoughts and ideas clearly and effectively through speaking and writing, while demonstrating ability to work effectively with diverse teams; exercising flexibility

and willingness to be helpful in making necessary compromises to accomplish a common goal and assuming shared responsibility for collaborative work.

- ✓ **Information, Communications and Technology Literacy (ITC):** Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy; using technology as a tool to research, organize, evaluate and communicate information, and possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information.
- ✓ **Media Literacy:** Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions; examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors; possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

4.2. **Benefits of Independent Study:** SVP supports the fluidity and adaptability of an independent study program to personalize the educational experience and meet the individual needs of each student. The flexibility of independent study programs enables students to extend and develop personally and academically outside the classroom. Students are encouraged to take advantage of athletic, visual and performing arts, vocational, travel and other opportunities as supported by their families and community, while benefiting from the scaffolding of a hybrid academic program that is accountable and data-driven.

Mindful of the flexibility available to the SVP hybrid model, the following bell schedule represents a sample of the intent of offerings available to students:

Fall/Spring Schedule					
Mondays		Tuesday - Thursday		Fridays	
All School Meeting	8:30-8:55	PE: Performance Training*	8:00-9:45	Staff Only	8:30-11:30
Period 1	9:00-10:00	Period 1	9:45-10:45	Advisory / Study Hall	12:30-3:00
am break	10:00-10:15	Period 2	10:50-11:50		
Period 2	10:15-11:15	Lunch	11:50-12:20		
Period 3	11:20-12:20	Period 3	12:25-1:25		

Lunch	12:20-1:00	Period 4	1:30-2:30		
Period 4	1:00-2:00	pm break	2:30-2:40		
Period 5	2:05-3:05	Period 5	2:40-3:40		
Winter Schedule					
Mondays		Tuesday - Thursday		Fridays	
All School Meeting	8:30-8:55	Ski/Board Team Training	8:00-11:00	Staff Only	8:30-11:30
Period 1	9:00-10:00	PE: SC Performance Training*	8:30-10:00		
am break	10:00-10:15	Study Hall	10:00-11:00	SSVP Training	8:00-11:00
Period 2	10:15-11:15	Period 1	11:00-12:00		
Period 3	11:20-12:20	Lunch	12:00-12:30	Study Hall (optional)	11:00-2:00
Lunch	12:20-1:00	Period 2	12:30-1:30		
Period 4	1:00-2:00	Period 3	1:35-2:35		
Period 5	2:05-3:05	Period 4	2:40-3:40		
		Ski/Board Training	3:45-4:45		

* may be satisfied through approved performance training programs offered by organizations other than SVP

In the multi-grade classrooms and common areas, student resources, equipment, seating, activities and assignments will reflect a student-driven, collaborative approach, integrating limited direct instruction with a predominance of project-based, multi-disciplinary learning experiences. All subjects will integrate technology into the experience of learning. Master Teachers and Instructors will nurture individual learning styles and levels through one-on-one, small group and whole class instruction, individualized and team projects/activities and a variety of formative and summative assessments.

- 4.3 **Master Teachers:** Upon enrolling at SVP, each student is paired with a master teacher for the duration of their SVP experience. In addition to classroom instruction, Master Teachers work directly with their students of record to ensure that the student's education experience meets the individualized, innovative and involved tenants of our program in a manner that is well-supported.
5. **HOW LEARNING BEST OCCURS:** SVP believes learning best occurs in an Individualized, Innovative and Interactive environment where a variety of modes and methods of instruction are implemented, holding all students to high academic and behavioral standards. Students are received at their current level

and nurtured through mastery of concepts and skills through Common Core Standards, student-driven project based learning experiences where:

- ✓ Each student is known well.
- ✓ Each student's individual learning style, background, needs and passions are integral to the learning process.
- ✓ Students select, design and complete projects that challenge them, calling upon cognition, imagination, perseverance, fitness, craftsmanship, self-management, collaboration and achievement.
- ✓ Students are actively engaged in meaningful learning experiences that are integrated across the standards.
- ✓ Students engage in real-life studies, interact with experts, and work on authentic projects, and work on authentic projects.
- ✓ Students engage in learning opportunities that provide information to ponder, consider a variety of perspectives, experiment with possible outcomes, and allow time to assimilate.
- ✓ Students experience learning opportunities in a variety of environments including classroom, outdoor, home, and in the community.
- ✓ Students have balanced opportunities for individual and collaborative challenge and success in college and the work place.
- ✓ Assessment is clear and transparent.
- ✓ The school is safe both physically and emotionally, utilizing practices aligned with the Positive Discipline tenant of "no pain, no shame, no blame," fostering kindness and respect for all, while holding each student to a high standard of integrity and ethics.
- ✓ Staff are the central part of a dynamic and supportive professional learning community.
- ✓ Parents are actively involved and have a voice in all aspects of their child's education.
- ✓ Develops student character and leadership in addition to academics.

6. STUDENTS TO BE SERVED: Intended to build upon the success of the Creekside Charter School K-8 model, SVP proposes to extend the CCS successful academic model into secondary education levels. Located in the rural mountain community of the Tahoe Basin, CCS and SVP surround students with the resources and scaffolding best suited for their individual academic needs. SVP shall accept all students in the grades it serves who have completed the requisite paperwork. Students of SVP are those who seek an alternative to traditional site-based education, who utilize the flexibility of our program with integrity, who look for individualized learning opportunities in educational offerings, and who represent the diversity of the Truckee-Tahoe region, Placer, Nevada and El Dorado Counties.

At this time, neighboring schools in the Tahoe Truckee Unified School District contain no junior or high school option that combines a hybrid structure with a highly individualized student-driven, project-based program cultivating high personal and academic performance. Providing such a school would put the

Tahoe-Truckee area and such partners as the Squaw Valley Ski Team, InnerRhythms, Tahoe Youth Ballet and other competitive youth organizations in the forefront of educational innovation.

This program develops cross-disciplinary thinking through student-driven, individualized integrative study and competitive training. It places learning and achievement directly in the context of student performance at real-life tasks, building the skills of understanding and valuing individuals, innovation and involvement across diverse passions, backgrounds, and languages, and provides students with solid practice in mindful awareness of their own emotions, behavior, and values.

Neighboring Schools	2012 API	2012 API Statewide	2012 API Similar Schools
Creekside Charter School	947	n/a	n/a
Donner Trail Elementary	912	n/a	n/a
Sierra Expeditionary Learning School	900	n/a	n/a
Alder Creek Middle School	828	7	5
North Tahoe Middle School	841	7	2
North Tahoe High School	756	4	2
Truckee High School	770	8	5
Forest Charter School	717	4	2

The Squaw Valley Ski Team has for many years been a global center of competitive downhill skiing. Now it has the opportunity to position itself as the center of educational innovation for competitive students through its community partnership with SVP. SVP offers a unique program that is not currently available to students in the region.

SVP will open in the fall of 2013 with 70 students in 7th through 10th grades and grow each year as detailed in the table below. At full capacity, the school will serve 298 students and a maximum teacher:student ratio of 1:22 in grades K through 6 and 1:24 in grades 7 through 12, allowing for individualized relationship building among teachers, students, and parents. In the first five years of charter operation, SVP's enrollment and faculty numbers are projected, as follows:

Enrollment and Faculty Numbers Projection					
Grade	2013/14	2014/15	2015/16	2016/17	2017/18
Kindergarten					22
1					22
2					22
3					22
4					22
5					22
6					22
7	18	20	24	24	24
8	18	20	24	24	24
9	18	20	24	24	24
10	16	20	24	24	24
11	0	20	24	24	24
12	0	0	24	24	24
Total Enrollment	70	100	144	144	298
Faculty	3.5	6	7	7	13

The SVP approach to education is characterized by student-driven, project-based and technology rich instructional program preparing our student population for a demanding post-secondary education, while honoring their extra-curricular goals and passions. Research reveals that high expectations of students, coupled with effective monitoring and pressure to achieve, in a supportive learning environment are among the most important things that a school can provide its students (see Robert Marzano, “What Works in Schools” describing the benefits of involving students in the process of setting goals and objectives in a high expectations learning environment, and The Gates Foundation, “High Schools for a New Millennium” calling for small student-driven learning environments to enable students to succeed).

7. CURRICULUM AND INSTRUCTIONAL PROGRAM OVERVIEW: SVP blends independent study flexibility with the scaffolding of classroom instruction and experience, supported by the structures of the California public school system. Providing Individualized, Innovative and Involved learning experiences in a

manner that is tailored to the needs and interests of each individual contributing student. Project based learning is an approach to public education that honors and recognizes the unique gifts, skills, passions, and attributes of each community member, and brings those resources and passions to the forefront of the students' educational experience. The intent is to engage each child in the learning process making it productive, relevant and meaningful. The goal is to optimize the student's learning potential and success with an outcome that is valuable in post-secondary education and "real world" experiences.

SVP offers the following educational program, overseen by highly qualified California credentialed teachers:

- ✓ **International Baccalaureate** - Whole person character development - within the first five years of operation SVP intends to seek IB certification, recognizing that the tenants of the International Baccalaureate education philosophy are directly aligned with those of SVP in educating the whole person for a life of active, responsible citizenship and life long learning.
- ✓ **Hybrid Classroom Model** – Combining the best of classroom instruction with independent study flexibility, SVP will provide up to 79% core classroom instruction Monday through Thursday, providing the scaffolding and supports students need while giving 21+% flex study time to integrate the life experiences necessary to teach the whole child and support academic and personal development outside the classroom.
- ✓ **Project-Based Learning (PBL)** - Engaging students as active agents in the learning process, characterized by recurrent cycles of analysis, synthesis, action and reflection. Group members collaborate with one another to produce a collective outcome over a designated period of time. The core idea of project-based learning is that real world problems capture student interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context.
- ✓ **Technology Integration** - A majority of the curriculum and resources available to students will be paper-free and available from their computers and tablets, enabling instruction and learning to take place virtually anywhere. Students will be highly supported in developing the skills to take full advantage of the vast array of technology tools made available to them.
- ✓ **Blended and Flipped Classroom Structures** - Reaching beyond the traditional classroom structures and schedules of the 20th century, SVP students will recognize and utilize technology and environmental resources, being able to study synchronously/asynchronously with their peers, preparing for the experiential nature of their classroom experience through online research, videos and lectures, peer and professional blogs, and global interaction with experts and peers.
- ✓ **Training Schedule** - Acknowledging the high percentage of athletic and visual/performing arts students in the school's community, the bell schedule will support student's extra-curricular pursuits by incorporating

training time in the mornings and late afternoons, providing core classroom instruction in the middle of the day.

- ✓ **State Standardized, Term and Project Assessments** – The first week of school is designated Independent Study, when each student meets individually with their Master Teacher for the purpose of beginning (or continuing) the Individualized Learning process through assessment of academic development and learning styles, review of IEP documents (if any), prior year(s) assessments and report cards and to discuss what extra-curricular and academic activities, goals, objectives and/or concerns the student has for the upcoming school year.
- ✓ **Cooperative Classes** – Multi-grade classroom instruction provides opportunity for collaborative learning experiences and student mentoring to reinforce academic and social development.
- ✓ **Small Group Instruction** – Small class sizes nurture the collaborative and individualized learning aspects of our program, allowing teachers, aides and parents to reach and support each student.
- ✓ **Field Studies, Athletics, VPA and Service Learning** – Partnerships with athletic, environmental and community organizations such as the Squaw Ski Team, InnerRhythms, Tahoe Dance School, Tahoe Youth Ballet, Sierra Watershed Education Partnerships, Arts for the Schools, AmeriCorp, Excellence in Education, the UC Davis Environmental Team, North Tahoe Family Resource Center, Tahoe SAFE Alliance bring students' emerging knowledge and skills into the community.
- ✓ **Inter-Community Shared Experiences** – By reaching out to community and global classrooms, students and teachers are able to share their knowledge, ideas and perspectives with peers outside their classroom communities in alignment with the International Baccalaureate commitment to interdisciplinary learning.

By encouraging students to discover and pursue their interests, talents, and passions, Squaw Valley Preparatory and its community partners enable students to become self-motivated, competitive, lifelong learners and active contributors to the community, while pursuing personal and academic excellence.

8. **CURRICULUM MODEL**: Individualized, student-centered teaching and learning is the unifying theme across SVP' core program elements. Master Teachers and Instructors will begin with where the students are – psycho/socially, behaviorally, and educationally – and move them beyond grade-level Common Core Standards by using research-based, culturally relevant, and rigorous methodologies.

8.1. **Individualized Project-Based Learning** - We know that knowledge, thinking, doing, and the contexts for learning are inextricably tied; and that social activity enhances learning. Learning outcomes tend to increase when more explicitly situated within the context of culture, community, and past experiences, as in project based learning. This is apparent in research on problem-based learning in the medical field, an

important forerunner of PBL, and is also now solidly supported in research on brain-based learning, that is, research examining cognitive structures and processes of learning (Brian and Brandt, 1997).

In project based learning, students actively use what they know to explore, negotiate, interpret, and create. They construct solutions, thus shifting the emphasis toward the process of learning and creating. Project based learning also aligns with how the world has changed. Nearly all teachers understand that children need both knowledge and skills to succeed. This need is driven not only by workforce demands for high-performance employees who can plan, collaborate, and communicate, but also by the need to help all young people learn civic responsibility and master their new roles as global citizens. Project based learning is an attempt to create and implement instructional practices that reflect the environment in which children now live and learn, engaging students as active agents in the learning process and through recurrent cycles of analysis, synthesis, action and reflection. The topic being studied integrates concepts from multiple disciplines or fields of study (Blumenfeld et al., 1991).

Group members collaborate with one another to produce a collective outcome over a designated period of time. The core idea of project-based learning is that real world problems capture student interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. Project based learning is widely believed to be a powerful teaching strategy that promotes self-directed learning. This pedagogical approach is part of a revolutionary paradigm shift from traditional to constructivist approaches of teaching and learning (Katz & Chard, 1989).

SVP faculty will seek extensive support and professional development from such organizations as the Buck Institute for Education and High Tech High to design and facilitate standards based/project-based learning experiences which navigate students through the curriculum by a driving question or authentic problem that creates a need to know the material. Tied to content standards and assessment, the driving question is explicitly designed to evaluate the students' knowledge of the content. In an era of standards-based accountability, instructional methods must incorporate high standards, rigorous challenges, and valid assessment methods. SVP will work with existing successful models to design a school-wide planning process for standards-focused projects; this process will continue to evolve as the instructional staff observes over time what is most effective with the target student population. Project based learning is one of the SVP core strategies for delivering standards-based instruction.

- 8.2. Innovation:** With a nod to the STEM approach to learning, SVP innovation is integrated in all aspects of developing and applying knowledge.

Students study and explore subjects while developing their skills in designing and presenting their projects through innovation such as immersive technologies (using computer modeling of virtual environments and synthetic worlds to merge real and virtual worlds and enhance students' educational experience) to discover how things work.

Part of innovation includes a strong basis in technology ... Certification

- 8.3. Mindful Perseverance:** SVP believes learning occurs best when students are known, respected, and loved and when they develop mindful perseverance to face life's challenges. Increasingly, students face a multitude of psychological and social issues that prevent them from learning in school at the highest levels. Although it is impossible for a school to address every social issue, it is possible to provide students and their families with the skills necessary to best deal with these challenges in a pro-active and compassionate manner, using effective evidence-based strategies. Mindful perseverance is paying attention here and now with kindness and curiosity, reconnecting students to their five senses, bringing them into a moment of awareness of themselves and their surroundings. Through mindful perseverance, students increase concentration, learning, well-being and social emotional growth and catalyze transformative learning by opening the contemplative mind. The capacity for contemplation balances and enriches analytic thought. In addition to enriching the student's experience, mindful perseverance has the added benefit of helping create a school environment conducive to learning, as students are better able to focus and pay attention.
- 8.4. Culminating Action Project:** Learning must serve a purpose beyond simply being accepted into a college or university. All students need a tangible reason for their learning—"Why are we studying this?" With the aim of making learning relevant and purposeful for students, SVP will offer students opportunities to change their communities and the world through the use of Culminating Action Project (CAP). CAP is an empirical research methodology in which those who are directly impacted by a problem are engaged as co-researchers in the process of researching the problem. It is a "systematic inquiry... for purposes of education and taking action or effecting social change" (Minkler, 2000, p. 192). Drawing on Friere's (1973) notions of critical consciousness and liberatory education, CAP is also a pedagogical tool. It is designed to help local participants identify and confront "the situations which limit them" (Freire, 1970, p. 99). It stresses the importance of socially marginalized peoples interrogating and intervening into the conditions of their lives for the purposes of social justice and personal transformation. Thus, projects typically focus on dimensions of social and/or educational inequity (Fine, Roberts, & Torre, 2004; McIntyre, 2000; Rodriguez & Brown, 2008).

In CAP:

- ✓ Local knowledge is valued based on the belief that informants hold unique and essential expertise regarding the challenges they face.
- ✓ Research is directly relevant to local informants' needs and experiences and is designed to enhance critical thinking and knowledge-building.
- ✓ Proposing and/or implementing intervention(s) is part of the research process.
- ✓ Local informants (e.g. marginalized youth) are actively engaged in all stages of research. This includes defining issues, designing the project, creating and implementing data collection instruments (e.g. questionnaires, interviews, etc), analyzing data, and implementing interventions.

At SVP, students will engage in CAP in grades 8 and 12 in a course called Culminating Action Project, a community service learning program. There, they will research an issue that affects them or their communities and propose and/or implement an intervention. As they define issues, design the project, collect and analyze data and implement interventions, they will learn with a purpose and demonstrate mastery of academic standards in both traditional and non-traditional formats. These may include research papers, portfolios, exhibits, presentations, and multimedia projects.

- 8.5 **Curriculum:** The SVP curriculum model is designed to nurture individualized learning through technology infused curriculum and instructional resources, integrating disciplines and technology for genuine and relevant depth of knowledge in all core subjects. The program's structure begins with the Student Master Agreement (Appendix E), which outlines the expectations for and responsibilities of each arm of the teacher/parent/student team. Student progress is documented throughout the year via the Learning Records comprised of (i) Student Assignment and Work Record, (ii) Learning Period Calendar, and (iii) Student Portfolio (Appendix F). The courses are divided two semesters of 18 weeks each (subdivided into 9-week quarters). Progress is monitored and communicated through ten Learning Period Conferences when Learning Records are completed. The teacher/parent/student team is responsible for completing the Learning Records for each learning record period and Student Portfolios for each semester as specified in the student's Master Agreement, constituting a record of the student's attendance.

Due to the unique nature of our program, SVP fosters strong communication in all directions and seeks to provide ongoing education opportunities to its staff, parents and students on the rigorous expectations for and responsibilities of all participants. To that end,

students are paired with a Master Teacher for the duration of their SVP enrollment. Each parent/guardian attends Orientation, Learning Conferences for each Learning Period, and is provided with a Parent/Student Handbook. Teachers attend weekly staff meetings, monthly staff collaboration days and fall and spring planning sessions, along with ongoing professional development workshops both on and off location.

The SVP curriculum will be demanding, coherent, and project-based with Common Core Standards embedded. Students in grades K-8 will progress to proficiency in all standards, and all high school students meeting “a-g” requirements with grades of C or higher, taking classes that challenge and prepare them for university work, competitive experiences and real-life situations.

- 8.6 **Social and Study Skills Development:** Students at SVP develop social and study skills along with their academic skills such as selecting, developing, and completing self-assessments; design and presentation of projects within the classroom and in-service learning activities. Interpersonal skills are developed through collaborative learning activities and mentoring, physical education activities, Enrichment offerings and within the core classroom instruction environment.
- 8.7 **Core Curriculum Materials:** SVP students will take all required state standardized tests, namely, STAR and CAHSEE. Our curricula will be carefully planned to align with the Common Core Standards in each of our core areas of English/Language Arts, Math, Science, History/Social Science for grades K through 12. SVP curriculum will be planned coherently across and within the grade levels so that content standards will be delivered more effectively. SVP Director and administrative team will monitor this aspect of instruction carefully, incorporating successful implementation into each teacher’s performance evaluation.

Project-based learning will be a primary instructional strategy at SVP, but not the only one. Some content is more effectively delivered using other methods, including many reading, writing, and numeracy skills. Moreover, traditional instructional methods may be used in any of the subject areas to accomplish a number of purposes, i.e., test-prep, variation of instructional methods to suit different types of learners, coverage of foundational/background information, study skills, to name a few.

K-8 students will experience education that is integrated and cohesive between the grade levels and subjects. High school students will experience multiple-year exposure to content rather than stand-alone one-year courses. Our curriculum is built on the belief that understanding grows from exposure to ideas and concepts developed over time. This approach supports even the least academically successful students to obtain both basic fundamental knowledge and advanced conceptual understandings of a wide range of subjects. At SVP, concepts will

gradually progress from simple to more complex. The curriculum section below illustrates how this functions in the content areas.

HUMANITIES: Consistent with the integrated model of the SVP program, English/Language Arts and History/Social Science will often be combined into a single humanities offering incorporating the standards of both core subjects.

The English/Language Arts curriculum will be a combination of published and teacher-prepared materials and resources, preparing students to meet the California Common Core Standards demands and to be competent readers, writers and speakers. Examples of published instructional resources may include Scott Foresman Readers Street, The Great Books Foundation, Learning Links, Six Steps to Writing, and the Lucy Calkins' Reading and Writing Workshop. Many English courses will be integrated with History/Social Science as an inter-disciplinary offering. As appropriate, instructional strategies may also include direct skills instruction and application in projects. The school's primary instructional strategies are largely not textbook-based, though teachers may draw on textbooks as a resource.

The English curriculum provides the core of reading and writing instruction, but these skills will also be supported across the content areas as students read and write in genres specific to other disciplines. Students will also read and write as part of projects, another strategy that increases opportunities to read and write for authentic purposes, so that the work is meaningful to them, and they develop a greater sense of the value of reading and writing. Humanities teachers will collaborate with other teachers to align writing instruction in English with that done in other disciplines.

The History/Social Science core curriculum instruction will be based on California content standards and will embed content knowledge in active learning that promotes thinking skills used by practitioners of social science disciplines. The social studies program will be fully integrated with the English/Language Arts program as a Humanities offering, emphasizing the History and Social Sciences Analysis Skills in the California content standards for grades K-12. The main goals of the social studies program overall are to help students to build common base of essential knowledge, strengthen academic skills – especially skills pertinent to social science disciplines, enhance appreciation of the human experience, and foster critical thinking. Ideally, SVP students will develop improved abilities to identify and assess the 'how and why' of our world and the human condition. The social studies curriculum is designed with both a whole K-12 humanities arc in mind. The curriculum explores community structures and key historical developments, but with emphasis upon a shared set

of analytical skills, the History and Social Sciences Analysis Skills in the California content standards, which are employed at each level with increasing complexity and sophistication.

Active learning activities will emphasize projects and may also include posters, movies, simulations, debates, speeches, research papers and other written assignments. SVP will identify key content standards taught for mastery through deeper exploration. SVP anticipates drawing on curriculum from the Teachers Curriculum Institute, which aligns well with the school's instructional philosophy. TCI lessons and activities are based on five well-established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction, and Spiral Curriculum. TCI is distinctive in its emphasis on multiple ways of knowing and also supports English/language arts integration, student engagement, differentiation for student needs and varied assessment modes. TCI units are comprehensive of the standards, provide rich learning activities that are well-aligned with SVP's instructional philosophy, and provide several strong authentic assessments embedded in every unit, emphasizing civic engagement and developing students' identity as involved community members, with an eye to building healthy democracies. Using this approach students examine the historical, cultural, and political circumstances leading up to key historical events, taking on the roles of those who faced difficult choices then or must face them now, to make decisions.

Projects will play an especially large role in history-social science instruction, and often, SVP teachers will supplement curriculum with content rich non-textbook resources, using the standards-based project planning process. These projects and activities will engage student interest and tap higher order thinking skills through inquiry, analysis, application and cross-disciplinary thinking.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS: It is the intent of SVP to develop STEM course integration within the first five years of operation, adopting curriculum and engaging in teacher professional development to support this integration of subjects in alignment with Common Core Standards and the SVP education philosophy. In the interim, SVP coursed in said subjects will follow a curriculum plan as set forth below:

The Math core curriculum will be based on California content standards. SVP anticipates utilizing Houghton Mifflin Harcourt Math Steps curriculum, heavily supplemented with a variety of print, online and teacher-designed resources and materials. Grades 7-12 instruction will follow an integrated curriculum sequence in lieu of the traditional Pre-Algebra - Algebra I - Geometry - Algebra II/Trigonometry-Precalculus sequence. SVP anticipates using College

Preparatory Math (CPM), heavily supplemented with a variety of print, online and teacher-designed resources and materials. CPM includes student and teacher materials for a three-year core high school curriculum for all students and for a flexible fourth-year course that continues the preparation of students for college mathematics. Each year the CPM curriculum features interwoven strands of algebra and functions, statistics and probability, geometry and trigonometry, and discrete mathematics and presents discovery and practice opportunities which are collaborative in nature. The strands are connected across units by mathematical habits of mind such as visual thinking, recursive thinking, searching for and explaining patterns, making and checking conjectures, reasoning with multiple representations, inventing mathematics, and providing convincing arguments and proofs. The strands are further linked by fundamental themes of data, representation, shape, and change. By encountering each strand each year from a more mathematically sophisticated point of view, students' understanding of mathematics and its connections deepens across the four-year curriculum.

These traits of CPM make it a strong choice for the target population. Placing the discovery and implementation of math concepts in real life, collaborative contexts is engaging to students and gives them a reason for learning math. The emphasis on sense-making also helps make math instruction more relevant, not an abstract language lacking intuitive appeal. The relatively heavy inclusion of language in mathematics helps students become more versatile readers, especially as teachers provide comprehension supports such as explicit content vocabulary development to make the reading accessible. Support will be offered in targeted, individualized sessions through study hall, and blended support opportunities.

The Science core curriculum will be based on California content standards and will emphasize development of the investigation and experimentation skills straddling the California content standards in science with an overall infusion of environmental science. In all grades served, the curriculum will use hands-on activities and experimentation to deepen conceptual understanding and facility with scientific methods. The scientific thinking process may be seen as a developmental sequence involving the following cognitive processes: observing (using the senses to get information), communicating (talking, drawing, acting), comparing (pairing, making one-to-one correspondence), organizing (grouping, serializing, sequencing), relating (cause and effect, classification), inferring (using superordinate/subordinate classification and if/then reasoning, developing scientific laws) and applying (developing strategic plans, inventing).

Building strong relationships with Friends of Squaw Valley, Sierra Watershed Education Partnerships and the UC Davis Tahoe Environmental Research Center, the Squaw Valley Preparatory science program will incorporate strong connections between curriculum, instruction and relevant issues in the Tahoe Basin and Squaw Valley environs.

SVP anticipates using Delta Science, GEMS and FOSS materials, all research-based science curriculum for grades K through 8 developed at the Lawrence Hall of Science, University of California at Berkeley. Delta Science, GEMS and FOSS reflect ongoing research dedicated to improving the learning and teaching of science and are guided by advances in the understanding of how students think and learn.

For grades 9-12, samples of science curriculum may include Delta Science, GEMS, Foss, Holt Biology, Conceptual Physics and Holt Chemistry, though instructional materials may shift with time. Holt Biology emphasizes access and motivation to address barriers that students may have with the some textbooks. Conceptual Physics is a comprehensive, interactive digital textbook that brings physics off the written page, onto the computer screen, and into real life, helping students connect the textbook page to the real world. World of Science balances concepts and applications in a program that provides more active learning, more real-world connections, and more engaging content. Holt Chemistry helps students of all ability levels to grasp challenging concepts through a unique student-friendly design: the highly-readable text and illustrations work together to make chemistry concepts readily understandable.

SVP may also use Global System Science (GSS), an interdisciplinary, integrated high school science program created by the Lawrence Hall of Science at University of California, Berkeley. The course emphasizes how scientists from a wide variety of fields work together to understand significant problems of global impact. Global System Science consist of twelve Student Books and Teacher's Guides plus supplemental materials. Each focuses on a different aspect of global environmental change. GSS involves students actively in learning. They perform investigations and experiments in the classroom and at home. They read and discuss historical background materials. They "meet" a selection of scientists, both men and women, from a variety of ethnic and educational backgrounds. They consider the economic, political, and ethical issues associated with each problem area, to prepare students to make intelligent, informed decisions that can translate into personal actions, such as conserving energy, recycling, and preparing for their role as voting citizens in a modern industrialized society. GSS is designed around the National Science Education Standards.

Science is an active enterprise, made active by our human capacity to think. Scientific knowledge advances when scientists observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into the established order. Thus the scientific enterprise is both what we know (content) and how we come to know it (process). The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses. The Delta Science, GEMS and FOSS programs were created to engage students in these processes as they explore the natural world.

FOSS for Middle School consists of nine courses for students and their teachers in departmental science grades 6–8. Each course is an in-depth unit requiring 9–12 weeks to teach. The Middle School program includes the following five interconnected components: teacher guides, equipment kits, lab notebooks and resources books, a CD-ROM, the FOSS Assessment System and FOSSweb.com for additional supports.

Technology will be both integrated into each core subject, and supported through specific courses such as Exploring Technology, Foundations of Engineering, Engineering Design and Engineering Technology, developing skills and awareness to enhance and ensure every child's success as citizens, communicators, collaborators and workers in the 21st century. Technology Instructors will use a variety of tools to enable students to achieve mastery in core subjects, be critical thinkers (inquire), problem solvers, good communicators, good collaborators, information and technology literate, flexible and adaptable, innovative and creative, and nationally/globally competent, and environmentally literate. Students engage in guided and independent student-developed activities which imbed the academic core with the application of the arts, literacy, sciences, mathematics, and technology.

SVP is pleased to partner with Apple Education as a flagship program, utilizing Apple hardware and applications such as iPad, MacBook and iTunes U to enrich and enhance each student's learning experience.

World Languages will be based on California content standards, initially focusing on Spanish for students, engaging in conversational elements and being supported through classroom instruction, supplemented with online programs to maximize technology as a venue for learning. Students become proficient in Spanish as a tool to engage the global community, allowing students exposure to cultures other than their own, and in some cases, augmenting their current understanding of the

language. Students meet in small groups with the instructor to learn the in-depth fundamentals of the language and culture, including history, cultural practices, visual arts, and idioms.

SVP high school students will take a minimum of three years of a foreign language (they may choose to fulfill the requirement through a community college if desired).

Visual and Performing Arts will be based on California content standards and will be woven through the above core-subjects. Additionally SVP anticipates offering weekly music classes in grades K-6 building skills in rhythm, music theory, reading music and instrumental/voice performance.

In grades 7-12, visual and performing arts electives will include arts and music with high school students required to take at least one year of visual or performing arts to satisfy college entrance requirements (they may choose to fulfill the requirement through a community college if desired). The full range of arts electives available will depend on funding constraints, the availability of outside resources and so on.

Physical Education will be based on California content standards. PE and sports options will be available on campus and through community partner organizations such as the Squaw Ski Team, InnerRhythms, TCPUD Recreation Department, the Creekside Enrichment Program, Tahoe Dance School and Tahoe Youth Ballet. Consistent with our interdisciplinary philosophy, physical education and health are also integrated with other subjects throughout the year. The long-term goal of the physical education program is to encourage every student to excel athletically and maintain peak physical fitness as a source of well-being and pleasure throughout life. Specifically, the physical education curriculum will be based on California content standards and will develop a sense of self-esteem and self-confidence; increases physical flexibility, strength, and endurance; improves timing and coordination; and increases skills in particular sports (rules and strategies). The curriculum interweaves health lessons, including nutrition, anatomy, and body functions, such as the cardiovascular and respiratory systems.

- 8.8 **College Eligibility and Transferability of Courses:** Squaw Valley Preparatory will provide its 7th-12th grade students and parents with a junior/senior high school course catalog, and students who enter or leave SVP will receive guidance on satisfying traditional course requirements to facilitate their transition to or from another school. Curriculum mapping software will allow SVP staff to produce detailed transcripts describing exactly what state content standards have been taught to each student in order to best facilitate the student's entry into another school. Senior high school course counseling begins with an initial evaluation meeting in order for the student, staff, and parents to understand what content the student has already been taught and how curriculum may be adjusted for

the student. Students will not repeat the same material in the same way at SVP, but may explore the same topics in greater depth or choose to explore a different related topic.

A transcript and explanation will be provided to families and other schools showing full or partial credit given for completed coursework. Transfer students will be supported with textbooks, teacher guidance, and exams in the effort to "round out" their credits through independent study or guided to summer programs if necessary. Students who transfer out of the school will have the option of transcripts (with or without grades attached) that show what credits the student has earned.

It is the intent of SVP to provide its students with the instruction and life skills necessary to allow them to be admitted to and flourish at the California State University and the University of California system. As a necessary component of this preparation, SVP will ensure that its students have completed the following "a-g" requirements:

- ◆ English/Language Arts: four years of college preparatory English composition and literature
- ◆ History/Social Science: two years, including one year of U.S. History (or one semester of civics or American government) and one year of social science
- ◆ Math: three years (four years is recommended), including Algebra I, Geometry, Algebra II, or higher mathematics
- ◆ Laboratory Science: three years, including one biological science, one physical science and one environmental science
- ◆ Language (other than English) three years of the same language
- ◆ Visual and Performing Arts: one year of dance, drama or theater, music, or visual art
- ◆ College Preparatory Elective: one year of any college preparatory subject

8.9 **WASC and IB Accreditation:** SVP will begin the process of Western Association of Schools and Colleges (WASC) accreditation in the first year of operation and take steps to ensure that the school will meet the 20 WASC criteria for approval (governance, qualified staff, curriculum, etc). SVP will also seek accreditation through the International Baccalaureate (IB) Middle Years Program within the first five years of operation. The Middle Years Program places emphasis on "its commitment to students' interdisciplinary learning—that is, their ability to make meaningful connections across subjects in order to understand, and act in, the world. This program is well-suited to the individualized approach at the heart of SVP.

- 8.10 **Plan for Differentiation:** SVP believes that every student can achieve success in this program. It is the full intention of SVP to support the academic needs of all its students. The goal of SVP is to have one hundred percent of its student body performing at or above proficiency, as measured by CSTs and other multiple measures. Therefore, establishing an effective system of differentiation is a critical component of a sound educational program in which each member of the education team of teacher/parent/student participates at every step.

Academically Low Achieving Students - SVP will take a systematic approach to closing the achievement gap by allocating multiple resources and interventions towards academically low-performing students. Master Teachers will work with their students to whether they are performing below grade level through the results of the state STAR assessments, of diagnostic assessments administered by the school and from classroom assessments and assignments. Master Teachers will continue to use a process to identify students who are struggling to stay at grade level throughout the year.

All SVP students will be assessed at the beginning of each term in the areas of English/Language Arts and Math using tools such as Scantron's Performance Series web-based diagnostics, and an individual evaluation will be completed for each student to assess academic strengths weakness. This student assessment process will allow SVP staff to identify the learning needs of each student, including those with special needs. Each student, parent, and Master Teacher will meet to discuss and plan how the student's individual needs will be addressed. Academically low-achieving students will be monitored with quarterly benchmarks to determine the student's progress. Results and potential interventions will be discussed with parents, students, and teachers at that time.

Students who are identified as low-achieving will have a support plan designed to help them keep pace with class work as well as for remedial skill building, for example, for those students reading far below grade level who need more specialized instruction to catch up. Each student's plan will include some combination of the following interventions and supports listed below.

- ✓ Instructional modification: Instructional activities and materials may be modified to accommodate different learning styles and needs, such as provision of accessible text.
- ✓ Support classes: SVP's proposed schedule includes weekly study hall periods where a student can receive additional support from certificated staff, as needed.
- ✓ Computer-based interventions: SVP intends to make use of continually improving academic intervention software for skill remediation, for CAHSEE preparation and/or for support with core class work.

- ✓ If a student is still not achieving at grade-level standards despite consistent participation in the above interventions, a Student Success Team meeting will be conducted with a student's parent/guardian and school. More information about the Student Study Team (SST) can be found in the following section on Special Education Students.
- ✓ SVP may develop additional group intervention classes either during, before, or after school depending on student needs and staff availability and scheduling demands. For example, if a substantial number of 9th grade students need a particular type of support, the school will offer extra math tutorial sessions during study hall.

Academically High Achieving Students - Some students will enter the school better prepared or be naturally endowed to learn at a faster pace than the majority of their classmates. Students who are identified as high achievers through web-based diagnostics, classroom report card grades, placement test results, and teacher recommendations will given opportunities that provide intellectual enrichment and enable them to contribute positively to the school community. Projects, in particular, offer an excellent vehicle for differentiation because high achieving students can take their projects to more advanced levels. Specifically, high achieving students may be offered such programs as:

- ✓ An honors strand within designated classes, with supplemental advanced challenges for students following the honors strand, or as separate honors classes
- ✓ Advanced classes offered during or outside school hours.
- ✓ Special projects and assignments.
- ✓ Independent study projects
- ✓ Online courses
- ✓ Concurrent classes at the community college

Given the responsibility of assuring that each student has a rigorous educational experience, SVP teachers provide appropriate challenges for academically high achieving students. In addition, students working at different paces will sometimes be paired so that students excelling in a particular subject will help students struggling with the material. Research shows that people deepen understanding through the process of teaching others.

- 8.11 **Plan for English Learners** - The Charter School will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey - The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

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

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

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

- ✓ Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- ✓ Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- ✓ Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- ✓ Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- ✓ The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention - English Learners will have full access to SVP's educational program and will be supported to achieve English language proficiency. Once an English Learner is identified, a conference will be scheduled with the parent to outline the instructional program, the teacher's role in its implementation, and the teachers', parents' and school's role in providing support. SVP will use annual CELDT data, teacher observations, and STAR test data to

identify EL student needs and reclassify English Learners students as English proficient when appropriate. Once an EL student is reclassified, SVP will continue to monitor the student's performance in English for at least two years.

The SVP English Learner Program - SVP will provide a quality EL program that enables EL students to attain English proficiency, to achieve in all academic subject areas, and to have full access to the range of educational opportunities that SVP provides. To help students understand content being taught, teachers will use support strategies such as providing instructional material at or near students' reading levels in their native language and/or in English, explicitly teaching academic vocabulary, and using appropriate instructional strategies such as SDAIE (Specially Designed Academic Instruction in English) methods. These include strategies for scaffolding, schema building, text representation, etc. (e.g., using clear, slow speech and simpler vocabulary to explain grade level content, visual and kinesthetic instructional modes, graphic organizers, etc.). Tutoring and homework help will give EL students additional support to keep pace. Teachers will participate in professional development to develop the skills needed to effectively serve EL students.

SVP will also provide formal English Language Development instruction to identified EL students, either in a "pull-out" program during the school day, integrated within the classroom, or as a program outside of school hours, as appropriate to students' ELD levels and individual needs. Instructional support staff and volunteers may provide support in the native language and/or in English as is feasible and desirable.

To ensure that the school effectively assists EL students in a successful transition from Limited English Proficient (LEP) to Fluent English Proficient (FEP) status, SVP will:

- ✓ Place EL students in classrooms with a qualified teacher who possesses the appropriate qualifications, such as a CLAD certification or its equivalent.
- ✓ Provide teachers with professional development on best practices in second language acquisition so they become skilled in classroom strategies to meet the needs of EL students.
- ✓ Ensure that instructional materials for EL students and curriculum frameworks and standards are aligned.
- ✓ Provide instructional support in the home language (as appropriate) or in accessible English for students with the lowest ELD levels as is feasible and desirable
- ✓ Monitor the progress of EL students.

SVP will hire CLAD or BCLAD certified, experienced teachers and work with other EL specialists as appropriate to develop effective

programming. Teacher professional development will address strategies to provide EL students with full access to the curriculum. We will make teachers aware that raising EL students' rate of English acquisition and overall academic performance is not only a moral imperative, it is also a factor in the Academic Performance Index (API) and in Annual Yearly Progress (AYP). Instructional staff will monitor progress of ELs throughout the year to ensure that students are on track for meeting growth goals. SVP will comply with all applicable laws with respect to English Learner students, including those pertaining to identification, provision of services, assessment and reclassification.

9. **SPECIAL EDUCATION**: The developers of SVP understand that the school will have the obligation to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education. Under these laws, the school has various options on how to deliver special education and related services either as (1) public school of the district, or (2) an independent local education agency.

During its first year of operations at a minimum, SVP intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). SVP appreciates this opportunity and is committed to working with the Special Education Department of Newcastle Elementary School District to ensure that each student's special education needs are being met as outlined in a student's individualized education program (IEP), and in accordance with applicable laws. SVP has retained special education service providers (RSP and SLP) who will work with the NESD Special Education Director to provide services to pupils, prepare appropriate documentation and records, and identify and refer students as needed. The MOU between SVP and Newcastle Elementary School District will define the responsibilities for special education services and oversight, as well as the manner in which special education funding will flow to the students of SVP, following the language and intent of Education Code Section 47646 and 20 U.S. C. 1413.

- 9.1. **Provision of Services**: CCM and NESD shall annually and in good faith negotiate and enter into a written agreement to more clearly identify the specific desired mix of special education funding and services to be provided. As noted below, the school anticipates that most special education services would be provided by local service providers not necessarily part of the NESD staff, overseen by the NESD Director of Special Education. If the volume or scale of activities related to assessment, individualized education plan (IEP) development, and/or delivery of the special education and related services is sufficient, the school may seek to assume responsibility for directly managing these functions with its own staff.

SVP will work proactively and cooperatively with families, the teaching staff, and the NESD to identify students with exceptional needs. SVP plans to participate in a comprehensive “child find” system to identify students who have or may have exceptional needs. SVP will seek to participate in the child find system of the special education local plan areas (SELPAs) in which its students reside. and anticipates that these system will include various policies and practices, including, but not limited to the following:

- ✓ Admissions and enrollment practices that, using non-discriminatory methods, identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs;
- ✓ Seeking to develop relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;
- ✓ Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to identify students who may have exceptional needs; and
- ✓ Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and in need of additional support or services.

9.2. Student Study Team: SVP also plans to implement a student study team (SST), a general education function, model to the maximum extent feasible to attempt to meet all student needs within the regular instructional setting prior to referral for formal assessment for special education purposes. Such teams will typically consist of the student's Master Teacher, student support staff, a school administrator, the student's parent/guardian, and other relevant professionals. The team will oversee development of plans to meet students' needs, if possible, without referral to assessment for special education needs. The team will monitor students' progress and revise intervention plans as necessary.

9.3. Referral and Assessment: In the event that formal interventions provided through the SST are not successful and there is reason to believe that special education needs could be involved, SVP will seek to secure a formal and appropriate assessment conducted by qualified staff. The school initially anticipates that these assessments would be conducted by the psychological services staff that performs such services for the NESD. If this assessment identifies that the student has exceptional needs and requires special education and/or related services under the terms of applicable special education law, SVP anticipates working with appropriate NESD staff and retained service provider(s) to convene and conduct an individualized educational plan (IEP) team meeting and implement appropriate services/accommodations.

- 9.4. **Individualized Education Plans and Service Delivery:** SVP will participate actively and as appropriate in planning and conducting the IEP team meetings and processes. The school would commit to implementing all special education and related services called for by the IEP in partnership with NESD and/or SELPA. SVP understands that student progress toward the goals specified in the IEP will be monitored regularly, reviewed annually, and formally reevaluated triennially. Retained resource specialists will help SVP teachers individualize their classroom teaching and provide appropriate accommodations and/or modifications to ensure that the needs of all special education students are being met.
- 9.5. **Due Process:** In the event of a due process claim to enforce provisions of applicable special education law, SVP is committed to working in cooperation with NESD to the maximum extent permitted under law to respond to and defend the school and the district in the process.
- 9.6. **Section 504:** The Charter School 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 Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

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

- ✓ Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- ✓ Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- ✓ Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

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

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

- 9.7. **Right to Pursue LEA Status:** As noted above, SVP initially anticipates functioning as a public school of the District for purposes of special education. SVP shall also retain the right to pursue independent local education agency (LEA) status pursuant to Education Code Section 47641(a). In the event that the school opts not to establish independent LEA status, it shall remain a public school of the NESD for special education purposes as required by Education Code Section 47641(b), and shall continue to receive funding and services pursuant to the terms of this section and any related annual agreements.

10. TEACHER QUALITY:

- 10.1. **Recruitment, Hiring, and Retention of Highly Qualified Teachers:** High student achievement is a direct function of teacher quality. SVP will use multiple strategies to attract and keep highly qualified teachers with subject area knowledge that is likely to enable high achievement for all students. Teacher job descriptions will identify desired skills that reflect the school's educational approaches and an ability to serve all students effectively. The school's development team will spread the word among its network of California-certified teachers to publicize positions. In addition, notices will be placed on education list-serves, websites, and teacher education programs, and education publications.

In hiring, the school will evaluate how well candidates' educational philosophy and skills align with SVP's instructional approach. Applicants will complete and submit documents allowing the school's leadership team to evaluate the match between the school's needs and the candidates' professional capabilities as well as basic qualifications. Ideal candidates will demonstrate strong content area knowledge, familiarity with effective content area instructional methods, experience with project-based learning, with experience integrating technology preferred. Ideal candidates will also have experience differentiating instruction to meet the needs of all students and using formative and summative assessment tools to inform instruction, and will understand the context of the school's progress in meeting its Academic Performance Index (API) and Annual Yearly Progress (AYP) growth goals. Where feasible, candidates will participate in an interview and demonstrate their teaching skills through in class- observation or submission of a video or written response. Teachers, parents, and school leadership will participate in the hiring process, which will be finalized by the school's director.

SVP will attract and retain teachers by offering an appropriate compensation package, and by creating and maintaining an attractive work environment. This includes involving teachers in decision-making and providing regular opportunities to collaborate with colleagues and to participate in professional development that meets their needs. SVP will attract teachers who are excited about the school's mission and vision. School leadership will strive to maintain respect and professionalism in the workplace.

- 10.2. **Teacher Professional Development and Ongoing Instructional Improvement:** Teacher professional development will support development of instructional practices valued by the school and how to support the needs of all students. Professional development will also strive to meet teachers' individual needs, which tend to vary widely at the secondary level. Effective practices that support the success of students with special needs, such as special education students, English Learners and academically high and low achieving students. Teacher collaboration

and professional development will begin each summer prior to the start of school and continue throughout the school year.

Given SVP's emphasis on project-based learning and integrative technology, teacher professional development will include collaboration with the Buck Institute for Education (BIE), a nonprofit research and development organization working to make schools and classrooms more effective through the use of problem and project based learning. BIE creates curriculum and training materials, provides professional development, and conducts and disseminates research. BIE conducts many projects in partnership with other organizations including West Ed, the National High School Alliance, the Johnson Foundation and the George Lucas Educational Foundation. BIE will conduct professional development workshops for SVP teachers and other educators connected to the school. These workshops prepare our team to design, conduct and assess standards-focused PBL. Starting with a proven training agenda, they will customize the workshops to meet the specific needs of SVP teachers, students, and the community.

In addition to teacher/staff professional development supporting high quality standards-based projects, professional development may also focus on other approaches to:

- ✓ Engage in Lesson Study/Collaborative Coaching and Learning (CCL)
- ✓ Overcome the dichotomy between knowledge and thinking, helping students to both "know" and "do;"
- ✓ Support students in learning and practicing skills in problem solving, communication, and self-management;
- ✓ Encourage the development of habits of mind associated with lifelong learning, civic responsibility, and personal or career success;
- ✓ Integrate curriculum areas, thematic instruction, and community issues;
- ✓ Assess performance on content and skills using criteria similar to those in the work world, thus encouraging accountability, goal setting, and improved performance;
- ✓ Create positive communication and collaborative relationships among diverse groups of students;
- ✓ Meet the needs of learners with varying skill levels and learning styles;
- ✓ Engage and motivate bored or indifferent students; and
- ✓ Support the school's efforts to address issues affecting students, such as trauma and substance abuse in school settings and in the community.

11. PARENT COMMUNICATION/INVOLVEMENT: As part of the student/parent teacher team, SSC considers parental involvement to be vital in the education process. SVP communication with parents begins with the ten Learning Period Conferences, where the Master Teacher, parent and student meet to review student assignments, academic engagement and progress. The school will publish updates at the commencement of each Learning Period to keep parents informed on events, schedules and important dates. Additionally, SVP will issue report cards and progress reports during the school year and will send annual reports to stakeholders. Adopting the successful practices and policies of Creekside Charter School, SVP's will promote effective communication between parents, teachers, counselors and administrators, setting expectations for the timeliness of responses, the manner in which conflicts will be resolved, and staff training to minimize conflicts, such as effective communication strategies and harassment prevention.

SVP is being developed with a high level of participation by parents seeking an alternative for their children. Drafts of the charter and major changes are run by the founding parents for input. Parents will continue to be involved in the implementation and decision making of the school through participation on the governing board and on school committees. Parents will be encouraged to connect the school to community resources that can support the work of the school. SVP will also connect with parents through services that bring them to campus and have a benefit for them, such as parenting workshops on internet safety, effective communication with adolescents, nutrition education, supporting a student who is involved in competitive extra-curricular teams.

ELEMENT TWO

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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.

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

1. PUPIL OUTCOME GOALS: Squaw Valley Preparatory's educational philosophy, curriculum and anticipated student outcomes grow out of our experience working with Creekside Charter School, and our community partnerships with Squaw Ski Team, Tahoe Dance School, InnerRhythms and Tahoe Youth Ballet, Sierra Watershed Education Partnerships, North Tahoe Family Resource Center, Tahoe SAFE Alliance, and others. We understand the commitment and standards that need to be maintained in order for students to achieve academic and individual success. SVP outcomes are aligned with the mission, curriculum and assessment of the school and are designed through individualized learning, innovation and involvement to help each student achieve high levels of proficiency, realize success in athletic, performance or other competitive endeavors, and become contributing citizens within their respective neighborhoods and global communities.

In addition to creating an Individualized, Innovative and Involved learning environment, the SVP hybrid schedule study structure effectively incorporates periodic measures of pupil outcomes through its Student Master Agreement, Student Learning Records and Student Portfolios. Mandatory Learning Period Conference attendance ensures that all arms of the education team (teacher/parent/student) are engaged, monitoring and actively supporting the student's academic goals. SVP believes that all of our students can and will be ready, academically and socially, to succeed in a four-year college program anywhere in the country. Objectively, students attending SVP will:

- ✓ Demonstrate high proficiency in Language Arts, Math, Social Science and Science;
- ✓ Demonstrate organizational skills which are appropriate to age/grade level and which are aligned with the California State Content Standards for: Language Arts, Math, Social Science and Science; and
- ✓ Demonstrate learning skills which are appropriate to age/grade level and which are aligned with the California State Content Standards for: Language Arts, Math, Social Science and Science.

SVP will meet all statewide standards and conduct all required state mandated student assessments as required by the charter school legislation. This includes STAR, CEDLT and any other requirements of ESEA. Master Teachers, and Instructors will measure progress through quizzes, essays, projects, performances, portfolios, exhibitions, tests, assessments, labs and exams. Progress will be discussed on a regular basis with parents and students. Utilizing the aforementioned assessment tools, SVP will pursue the measurable pupil outcome goals listed below.

Focus	Measurable Outcome Goal
English/Language Arts	<ul style="list-style-type: none"> • Meet Common Core Standards for English/Language Arts • High school graduates will complete “a-g” requirements with a C or better
History/Social Science	<ul style="list-style-type: none"> • Meet state standards for History/Social Science • High school graduates will complete “a-g” requirements with a C or better
Mathematics	<ul style="list-style-type: none"> • Meet Common Core Standards for Mathematics • High school graduates will complete “a-g” requirements with a C or better
Science	<ul style="list-style-type: none"> • Meet state standards for Science • High school graduates will complete “a-g” requirements with a C or better
Physical Education/Health	<ul style="list-style-type: none"> • Meet state standards for Physical Education/Health
World Languages	<ul style="list-style-type: none"> • Meet stand standards for World Languages • High school graduates will complete “a-g” requirements with a C or better
Visual / Performing Arts	<ul style="list-style-type: none"> • Meet state standards for Visual / Performing Arts
Leadership / Stewardship	<ul style="list-style-type: none"> • Eighth graders will complete an elementary Culminating Action Project (CAP) prior to graduation • High school seniors will complete a Culminating Action Project (CAP) prior to graduation
Technology	<ul style="list-style-type: none"> • Meet SVP standards for Technology
English Language Development	<ul style="list-style-type: none"> • EL students will make progress toward fluency in English
Special Education	<ul style="list-style-type: none"> • Special Education students will achieve or make progress toward the learning goals in their Individualized Education Plans

SVP anticipates that at least 80% of students will demonstrate proficiency on California Standards Tests (CSTs), among those enrolled for three years at the school with attendance of 80% or better. Though CSTs do not measure the same standards from year to year, student movement across proficiency band levels

(i.e., Below Basic to Basic) may still serve as a general indicator of progress. Combined with course grades, benchmark assessments and other evaluative tools, they will be informative of student progress. Because CSTs in science and history-social science assume grade level reading comprehension of highly specialized content area text, CST scores in these areas may be considered alongside students' proficiency in reading. Additionally, all pupils and groups of pupils served will demonstrate increases in academic achievement in English/ Language Arts, Mathematics, History/Social Science, and Science, as measured by EdPerformance or other similar school-wide assessment tools.

2. HIGH SCHOOL GRADUATION REQUIREMENTS: SVP's high school graduation requirements emphasize the traditional university preparatory courses of English, Mathematics, Science, Social Science, Foreign Language, and Art; however, these courses will be taught using real world, and sometimes virtual, contexts that challenge each student to think beyond the subject matter that is being presented and continually place new information in the context of their own knowledge base. SVP's graduation requirements, subject to revision, meet or exceed the University of California "a-g" course requirements:

Subject	UC Requirement	SVP Requirement
English/Language Arts	Four years	Four years
History/Social Science	Two years	Three years
Mathematics	Three Years	Three years (four years recommended)
Laboratory Science	Two years	Three years
Foreign Language	Two years	Two years (four years recommended)
Visual / Performing Arts	One year	Two years
College Preparatory Electives	Two years	Met by above SVP course requirements and/or other college preparatory electives with an emphasis in Engineering Design and ICT technology classes
Leadership / Stewardship	None	Two years
Service Learning	None	60 hours in grades 9-12
Technology	None	Two Years

Subject	UC Requirement	SVP Requirement
Physical Education/Health	None	Two years (may be achieved through approved independent study options)

Graduation from SVP is contingent on students completing the following requirements (these may change over time):

- ✓ 220 Credits
- ✓ Passage of the California High School Exit Exam (CAHSEE)
- ✓ Completion of required courses (listed above)
- ✓ Completion of “a-g” requirements with a grade of C- or higher
- ✓ Completion of a minimum of 15 hours each year of service learning or community service projects

SVP will offer more courses than those required for graduation and will require students to demonstrate their performance through portfolios, exhibitions, and senior projects. Students may fulfill course requirements through coursework at SVP, approved on-line coursework, approved community partner organizations (PE/Health), or approved coursework at a local college or community college.

In addition to being accountable to the state accountability system, SVP will pursue the following school-wide goals:

- ✓ Students make progress toward the pupil outcomes listed above.
- ✓ Relationships with the local community support the school’s mission of creating students with the tools to be active community leaders and problem-solvers.
- ✓ Indicators of student satisfaction reflect strong school performance. Indicators of student satisfaction may include: high attendance, academic achievement and ability to meet educational goals, active involvement in school, participation in extracurricular activities and seminars and/or student surveys.

3. ACADEMIC PERFORMANCE INDEX GROWTH TARGET ACHIEVEMENT PLAN: SVP recognizes that academic accountability is one of the foundations of the charter schools concept and believes in the importance of federal and state assessments to school accountability for student academic performance. As with all public schools, SVP will be subject to state and federal accountability system, including the Academic Performance Index (API). API growth goals (increasing annually) – both schoolwide and for numerically significant pupil subgroups - will be made clear to all teachers, who will develop a plan for meeting those goals together with the Director. The API Growth Target Achievement Plan will be developed as part of the school’s process for continual improvement described in the “Use and Reporting of Data” section, below.

ELEMENT THREE

METHODS OF ASSESSMENT

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

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

Squaw Valley Preparatory will use multiple measures in the assessment of student achievement, as described below.

1. MANDATED STATE ASSESSMENTS: SVP will conduct the state pupil assessments required pursuant to Section 60602.5, including the STAR, CAHSSEE tests and other mandated state assessments. We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (i.e., instructional modifications and differentiation, supplemental support in Math and English skills, mentoring programs, peer study groups, etc.) will be in place to ensure that students are meeting or making progress toward the Common Core Standards that are measured by the state assessments. Proficiency for our English Learners will be measured in accordance with the CELDT, STAR test data, teacher observations, and other school-based measures.
2. GROWTH MEASURES: Pre- and Post-Tests, “Authentic” Assessments, and Ongoing Teacher Assessments: Following the successful model of Creekside Charter School in effectively assessing students’ academic growth over time, SVP will utilize several “value-added” growth measures, including school year pre- and post-tests with mid-year benchmarks and “authentic” assessments evaluated with school-wide rubrics. At the beginning of each academic year, SVP will administer a web-based diagnostics to measure students’ strengths and weaknesses in English and Math. Throughout the school year, SVP will administer ongoing assessments to measure students’ progress toward academic outcomes in each content area. Teacher assessment tools will include teacher-developed quizzes and tests, student self-evaluation tools, teacher observations, and end-of-semester narrative evaluations. In this manner, we will be able to assess students’ initial skills upon their enrollment at the school and at the beginning of each academic year, during key “check-in” points throughout the year, and at the end of each year to ensure that students are making progress towards SVP’s pupil outcomes.

SVP will also use authentic assessments such as portfolios and learning demonstrations evaluated with teacher-developed rubrics to help measure student academic growth over time. In addition to providing additional, “value-added” growth measures for academic subjects, some authentic assessments may be used reflect how well students are achieving the social and emotional skills they need to be successful academically. Portfolios are selections of

student work that include student reflection on their learning and will be reviewed by classroom teachers, administrators, and parents.

3. STUDENT OUTCOME AND ASSESSMENT MATRIX: The combination of assessment tools used in each content area may vary by course; not all measures will apply to every course every year.

Measurable Outcome Goal Areas	Assessment Tools
K-12: Meet or make substantial progress toward proficiency in Common Core Standards for English Language Arts 7-12: complete "a-g" requirements with a C or better.	<ul style="list-style-type: none"> • California State Test (CST) • CAHSEE Pre- and post-diagnostics • In-class assessments • Authentic assessments
K-12: Meet or make substantial progress toward proficiency in state standards for History/Social Science 7-12: Complete "a-g" requirements with a C or better.	<ul style="list-style-type: none"> • California State Test (CST) • In-class assessments • Authentic assessments
K-12: Meet or make substantial progress toward proficiency in Common Core Standards for Mathematics 7-12: Complete "a-g" requirements with a C or better.	<ul style="list-style-type: none"> • California State Test (CST) • CAHSEE Pre- and post-diagnostics • In-class assessments • Authentic assessments
K-12: Meet or make substantial progress toward proficiency in state standards for Science 7-12: Complete "a-g" requirements with a C or better.	<ul style="list-style-type: none"> • California State Test (CST) • In-class assessments • Authentic assessments
Meet or make substantial progress toward proficiency in state standards for World Languages Complete "a-g" foreign language requirement with a C or better.	<ul style="list-style-type: none"> • In-class assessments • Authentic assessments
Meet SVP standards in Technology	<ul style="list-style-type: none"> • In-class assessments • Authentic assessments
Students will meet SVP standards in Culminating Action Project (CAP) Perform 60 hours of community service (15 hours per year)	<ul style="list-style-type: none"> • In-class assessments • Authentic assessments

Measurable Outcome Goal Areas	Assessment Tools
EL students will make progress toward fluency in English	<ul style="list-style-type: none"> • California English Language Development Test (CELDT) • CSTs • Benchmark and in-class assessments • Teacher and observation and optional parent input
Special education students will achieve or make progress toward the learning goals in their Individualized Education Plans	<ul style="list-style-type: none"> • IEP progress and review

4. ASSESSMENT DESIGN: The pupil/ student performance and assessment will take into account several assessment methods, likely based upon the assessment created and researched by Richard J. Stiggins, author of *Student Involved Classroom Assessment*, 3rd ed., 2001, based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. Various tools and resources will allow teachers to determine the most appropriate type of assessment to measure student mastery of a given standard. This method has been included based on proven successful use in elementary and secondary educational settings, and includes such assessments as selected response, essays, performances, and products.

Staff will use all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will SVP or its students become complacent with the examination of assessment findings but will support the collective goal of continuous improvement to achieve the highest quality educational program that is possible. Staff will be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

5. GRADING POLICY: K through 6th grade students will have regular assessments, performances, projects, papers and other assignments that will be graded using marks of advanced, proficient, basic and below basic. 7th through 12th grade students will have regular examinations, performances, projects, papers and other assignments and assessments which will be graded using a conventional letter-grade system. Letter grades ranging from an A+ to an F will be given for all courses. Missing work may result in a grade of Incomplete (I). Grades of D in college “a-g” course requirements will not be accepted toward graduation; students will need to retake these courses for them to count toward graduation from SVP. Teachers will determine and communicate deadlines for submission of missing work, as well as the consequences and final grade when students fail to complete missing work. 7th through 12th grade point averages will be based only on SVP courses. Courses taken at other institutions will not be reflected in SVP

grade point average, but will appear on student transcripts with letter grades earned and the name of the sponsoring institution. Grade point averages will reflect distinctions for plus and minus grades. Class ranks will be neither calculated nor reported. Report cards will be issued on a quarterly basis accompanied by detailed teacher narratives. A comprehensive guide to SVP homework and grading policies will be developed, published and available to all stakeholders.

6. USE AND REPORTING OF DATA

6.1. Data Management, Analysis and Continuous Improvement: SVP will identify or develop a school information system (e.g. Aeries or Power School) that has the capacity to collect, analyze, and report a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom-level analyses. The staff will be trained on how to interpret and analyze standardized test data to determine how the school will address any performance deficiencies or negative data trends. The data analysis will be tied to instructional planning and professional development so that teachers modify instruction accordingly and will use the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. SVP will use assessment findings to foster continuous improvement to achieve the highest quality educational program possible. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

SVP will analyze trends, significant changes, apparent conflicts, and anomalies to track individual student growth over time, evaluate specific, aggregated and disaggregated groups of students, measure performance on the state tests, API, and school-based growth data and authentic assessments to assess the whole school from year to year. Our data analysis will also include attendance rates and comparative data as appropriate. SVP will also annually survey stakeholders (e.g., parents/guardians, students, teachers and other stakeholders) to inform efforts at improvement.

6.2. Reporting Student Achievement Data: SVP's student performance data will be reported to school staff, parents/guardians, site advisory councils and CCM Board of Directors and other interested community groups. Data will be reported both in absolute scores and year-to-year gains and losses. SVP believes strongly in creating a three-way dialogue between the school staff, our students and their parents/guardians. Involvement and commitment from students, parents and teachers to this rigorous academic school is necessary if students are to succeed. SVP will encourage parents to be actively involved in supporting their students' education. Dialogue with the Master Teacher, Instructors and Director will be ongoing for parents/guardians as they support their child through

each academic year. At Learning Period Conferences, parents/guardians and students will review the progress of the student, sharing and discussing assessment results, schoolwork and conduct as part of the school community. At these meetings, home and school strategies will be discussed, so that the student is supported to improve his/her performance. In some cases where low grades or extreme behavior is an issue, a “Contract for Success” will be designed, highlighting problem areas and outlining various strategies with attainable benchmarks. This contract will guide the teachers and the parents/guardians, as they work together to give students the best chance of succeeding in school.

In addition to monitoring their children’s progress, parents/guardians will receive reports of SVP’s overall school performance. A key part of involvement includes letting us know what we are doing well and what we can improve upon. To enable this dialogue, parents/guardians need to have a holistic view of how our school is performing. As outlined in our school assessment plan above, we expect to use multiple assessment measures to gauge whether we are succeeding in our mission. Some of these performance measures include standardized test scores and API rankings. The results of state test scores and API rankings come out once a year and will be reported to our parents/guardians (via parental mailings, and parent association meetings) shortly after the rankings are released. This annual performance report will also include the results of our other assessments measures, including our growth measures, authentic assessments, etc. In addition to an annual report, we anticipate sharing with our parents/guardians through quarterly reports the results of any ongoing measurements (e.g., attendance rates) that fluctuate during the year.

ELEMENT FOUR

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)(B))

1. NON-PROFIT STATUS: Squaw Valley Preparatory will be operated by Creekside Charter Management (“CCM”), a California nonprofit public benefit corporation which has applied for IRS tax exempt 501(c)(3) status. Creekside Charter Management will also serve as the governing board for Creekside Charter School, operating both schools under a single set of policies with Creekside Charter Management serving as the employer of record. Each charter school operated by Creekside Charter Management will have a School Advisory Council, made up of staff, parent and student representatives who will consider the needs specific to the school and advise Creekside Charter Management on issues of policy, budget and other operations of the school.

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

Attached, as Appendix J, please find the CCM Articles of Incorporation, Corporate Bylaws, and Conflicts Code.

2. CREEKSIDE CHARTER MANAGEMENT BOARD RESPONSIBILITIES: The Creekside Charter Management Board of Directors will be responsible for the following activities:

- ✓ Developing annual goals for the school and long range plans with input from the Director, teachers, and parent action committee
- ✓ Establishing and approving all major educational and operational policies
- ✓ Approving all major contracts
- ✓ Approving the school’s annual budget and overseeing the school’s fiscal affairs
- ✓ Working with the Executive Director to develop and conduct an annual evaluation the performance of the Executive Director via 360 degree process involving staff, parent and student input
- ✓ Working with the Executive Director to develop a process for teacher and staff evaluations, which shall be conducted by the Executive Director on an annual basis.

- ✓ Assessing SVP goals, objectives, academic achievements / student progress, financial status, and any need for redirection
- ✓ Evaluating school and student performance
- ✓ The Board of Directors is the responsible agent for the accountability requirements established by the California Charter Schools Act of 1992 and the school's Charter. As a part of this responsibility, the board will submit a yearly programmatic performance review to the NESD, including an assessment of the school's educational performance and its administrative and financial fitness. This report will also assess how well the school is fulfilling the programs outlined in this charter, specifically regarding student progress
- ✓ Receiving reports from, and providing recommendations to, the Squaw Valley Preparatory Executive Director and staff

3. GOVERNANCE STRUCTURE OF CREEKSIDE CHARTER MANAGEMENT: The Board of Directors, comprised of parents and community members, will set policy, approve the budget, and ensure that the school maintains high academic standards. Board members will be selected based on their expertise and skills and their commitment to the mission of the school(s) operated by Creekside Charter Management. One key to the program's success is giving voice to students, parents and staff in the governance process through the School Advisory Council the representation of parents and teachers on the board. Parent and teacher representation on the board is essential to ensure involvement of the school community. The remaining board seats will be filled by community members who have the desired mix of experience and expertise to ensure that the Board of Directors has the necessary skills to ensure the school's success. Threshold screening criteria for all prospective members of the Board of Directors will be a demonstrated understanding of the mission and vision of the school(s) operated by Creekside Charter Management and an interest in serving the charter school's target student population. Other relevant criteria for Board selection include a demonstrated ability to act in a leadership capacity and a commitment to diligently fulfill their responsibilities as Board members, including a willingness to routinely attend Board meetings, to actively participate in Board working groups and/or committees, and other ways to actively engage in overseeing the SVP program.

4. THE BOARD OF DIRECTORS, MAKE-UP OF THE BOARD OF DIRECTORS: The Board of Directors will be comprised of between 7 to 9 members with legal, financial, and pedagogical expertise. In accordance with Education Code Section 47604(b), the District Board is entitled to one representative to serve on the CCM Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, this district representative will not be the District superintendent or board member.

The Board of Directors will be drawn from the following sources:

- ✓ One to two parents/legal guardians of students at the Squaw Valley Preparatory
- ✓ One to two parents/legal guardians of students at Creekside Charter School
- ◆ One teacher/teacher-administrator from Squaw Valley Preparatory
- ◆ One teacher/teacher-administrator from Creekside Charter School
- ✓ One to two members from the local community
- ✓ The NESD may appoint a member to the board if it so desires

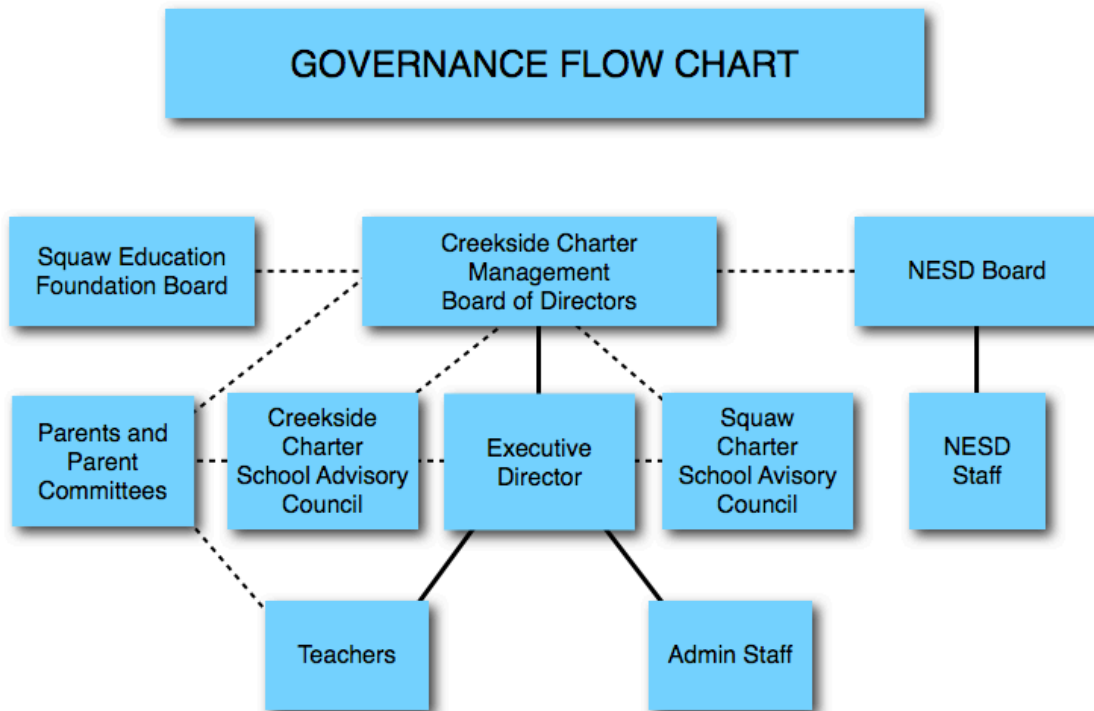
5. ELECTION, TERM, AND REMOVAL PROCESS FOR BOARD MEMBER: The board members will be chosen using the following methodology:

- ✓ Each fall, the Board of Directors will accept nominations of candidates for serving on the Board of Directors. Parents, teachers, and community members interested in serving on the CCM Board will have an opportunity to give brief, five-minute presentations regarding their qualifications.
- ✓ The then-seated Board of Directors will determine the selection process for filling any open parent, teacher, student, and community member seats with an attempt to achieve the desired mix of skills and expertise necessary to effectively govern the charter school.
- ✓ The District may appoint a member to the board of directors if it so desires.

To establish continuity and sustainability for the charter school's long-term success, members of the Board of Directors will serve three years in staggered terms. To create the staggered effect, the Board of Directors in the opening year will be elected to one, two, and three-year terms.

6. STRUCTURE OF THE BOARD: The CCM Board of Directors will follow the Brown Act and will meet routinely. The board will appoint a member as Chairperson, and others as President, Secretary and Treasurer. The secretary will take and keep meeting notes and be responsible for distributing the agenda in a timely manner. The CCM Executive Director and any member of the Board of Directors may request that an item be placed on the agenda, with ultimate discretion to set the agenda being held by the Chairperson. The agenda for a board meeting will be emailed to all Board of Directors members prior to the meeting and posted on the school website. A hard copy will also be posted on the community bulletin board at the school site. The Treasurer will be responsible for overseeing the fiscal situation of the charter school. The Executive Director shall serve as the President of the nonprofit corporation.

The following is an outline of the proposed governance structure of SVP:



7. BOARD TRAINING AND SUSTAINABILITY: CCM and SVP are committed to continuous improvement and on-going training to assist the CCM Board of Directors in fulfilling its responsibilities to act as stewards for the charter school. To this end, the Board will seek appropriate training and educational opportunities, both as a full Board and individually. Such training experiences may include full-board training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. Training and education for new Board members will also be critical to ensure that these new members fully grasp their responsibilities as Board members and develop the requisite expertise in public school oversight and monitoring to be effective. New Board members will go through an initial orientation and will be allowed a stipend to attend supplemental training sessions in areas of school oversight where they are deficient. CCM and SVP will maintain in effect general liability and board member errors and omissions insurance policies.
8. SQUAW VALLEY PREPARATORY ADVISORY COUNCIL (SAC): The advisory role of the SAC, comprised of the Director/Site Administrator, teachers, school staff, parents/community members and students, is to advise the Creekside Charter

Management Board on recommendations regarding school-wide goals/improvements, budgets, site plans and community culture and outreach strategies.

9. RESPONSIBILITIES OF CCM EXECUTIVE DIRECTOR: While the Board of Directors has ultimate responsibility to oversee the program to ensure the school's success; the SVP Executive Director and teachers will carry out the day-to-day operations of the school. Executive Director is responsible for the leadership, strategic vision and growth of SVP. The position oversees implementation of curriculum; establishes and maintains all school programs and policies in accordance with the direction of the board; manages financial and human resources; works with fiscal staff and board committees to set and implement budgets for Board approval; ensures adequate record keeping and reporting; supervises management of operations and facilities; and builds neighborhood partnerships and a strong community network. The Executive Director will be responsible for hiring, evaluating and termination of all teaching faculty and staff, and will oversee the conduct of the teaching faculty and other staff. Other administrative staff will report to the Executive Director.

10. VOLUNTEERS AND PARENT ACTION COMMITTEES: SVP believes firmly that active parent, student, and employee participation in school operations and governance helps foster a public school's long-term sustainability as a successful program.

Once a student is admitted to the school, his or her family is encouraged to sign up with one of the school's parent action committees. It is through working on these committees that many parents will complete their recommended parent participation hours. Possible committees include Fundraising Committee, Academic Mentoring Committee, Competitive Skills Committee, Building Maintenance Committee, Diversity Outreach Committee, Art and Music Committee, Business Partnerships Committee, Teacher Support Committee, and Parent Relations Committee. The Executive Director and Site Administrator of the school and the Board of Directors will oversee and direct the work of these committees. Where appropriate, especially in the higher grades, students will be invited to participate on these action committees in an effort to involve students in the on-going operations of the school.

11. CURRICULUM AND EDUCATION PROGRAM EVALUATION TEAM: SVP will adopt a Curriculum and Educational Program Evaluation Team, composed of the Executive Director and Site Administrator, and not fewer than two teachers/staff members, who shall have the annual responsibility to advise the Board on curriculum/textbook adoption, changes to instructional methodologies and practices, curriculum implementation, professional development needs, inclusion of paraprofessionals, academic goals, assessment, and student performance benchmarks, and other curriculum and instruction-related items requested by the Board of Directors. This team will report to the board bi-annually and more frequently as determined by the board.

ELEMENT FIVE

EMPLOYEE QUALIFICATIONS

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

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

1. **QUALIFICATIONS OF SCHOOL EMPLOYEES:** Squaw Valley Preparatory will ensure that all legal qualification requirements will be met for teachers, staff, paraprofessionals and other administrative employees of the school. Each employee at Squaw Valley Preparatory will meet the state licensing requirements for the position that he/she holds. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the CCM Board and/or Executive Director. The number, type, mix and salary levels of each employee are outlined in detail in the financial plan, attached. All persons working on campus or when students are present must submit to a criminal background check pursuant to Education Code Sections 44237 and 45125.1 and employees must have a current TB test on file with the charter school.

SVP will adhere to the No Child Left Behind (NCLB) requirements with respect to qualifications for teachers and paraprofessional employees. Teachers will meet the requirements for employment as stipulated by Education Code Section 47605(l). Teachers of core, college preparatory subjects (i.e. English language arts, math, science, and history/social science) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. As specified in Education Code Section 47605(l), SVP will have flexibility regarding the credentials needed for teachers in non-core, non-college prep subject areas. In order to ensure implementation of the school's mission and educational philosophy, preference in hiring will be given to teachers who have experience designing and implementing a curriculum aligned to Common Core Standards.

- 1.1. **Master Teachers and Subject Teachers:** The skills and responsibilities of an Master Teachers and Subject Teachers in an hybrid program require a unique set of skills and commitment. Squaw Valley Preparatory will recruit teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These Master Teachers and Subject Teachers will teach the academic classes of mathematics, language arts, science, history/social studies. In addition to class instruction, Master Teachers will be responsible for overseeing the students' academic progress from enrollment to graduation, monitoring grading and matriculation decisions as specified in the school's operation policies. Master Teachers and Subject Teachers working with English learners must possess a Bilingual

Cross-cultural Language Acquisition Development certificate (CLAD) or equivalent.

Pursuant to the teacher qualification requirements under the No Child Left Behind Act (NCLB) as of July 1, 2006, all Squaw Valley Preparatory Education Specialists will be “highly qualified” teachers as that term is defined under NCLB and further defined by California state regulations implementing the NCLB requirements, unless such requirements are not deemed by the federal or state government to apply to charter schools such as Squaw Valley Preparatory. As required by NCLBB, SVP will notify parents/guardians of students at the school if any instructors teaching a core subject will not meet these requirements.

Squaw Valley Preparatory may seek to hire non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a Master Teacher or Subject Teacher unless they are instructing non-core or non-college preparatory courses and activities. In addition to appropriate NCLB qualifications, the key qualifications of Squaw Valley Preparatory Master Teacher and Subject Teacher include:

- ✓ The requisite teaching credential and demonstrated expertise within the content area and grade-level taught;
- ✓ In-depth knowledge of and successful application of current teaching/learning theory to ensure the success of students;
- ✓ Belief in the SVP mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education;
- ✓ Knowledge and experience with integrated, student-driven, project-based instruction and the ability to align curriculum standards and willingness to adopt grading practices that can be used in standards-based grading;
- ✓ Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning;
- ✓ Knowledge of and successful experience with the unique aspects of hybrid independent study program strongly preferred;
- ✓ Ability to plan instructional units using developmentally appropriate instructional materials and strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others;

- ✓ Ability to collaboratively plan instructional units with other teachers and specialists;
- ✓ Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning;
- ✓ Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others;
- ✓ The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation;
- ✓ Outstanding classroom management skills;
- ✓ Strong English language and interpersonal skills to communicate effectively with staff, students, parents, community, private partners and outside agencies;
- ✓ The ability to use appropriate communication tools, especially current technologies;
- ✓ Willingness to work as a vital part of the SVP team with parents, students, and community groups to ensure continuous improvement for students, staff and the SVP community as a whole;
- ✓ Desire and ability to engage in continuing education, staff development and skill upgrading;
- ✓ Enthusiasm for teaching; and
- ✓ Positive references from most recent employment and/or college or graduate school.

1.2. **Executive Director:** The Executive Director is the primary administrator of the SVP program. In this role, the Executive Director must possess both leadership skills and academic competencies to effectively operate in a high quality educational program. In addition to the qualifications listed above for Master Teachers, the Executive Director will possess the following qualifications:

Leadership Competence

- ✓ The ability to articulate and support the philosophy and direction of the SVP academic program;
- ✓ The ability to implement program initiatives through appropriate professional development for staff;
- ✓ The ability to lead effectively within a team environment;

- ✓ The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school;
- ✓ The ability to use appropriate communication tools, especially current technologies;
- ✓ The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation;
- ✓ The ability to implement a shared decision making process agreed upon by all stakeholders;
- ✓ The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the school;
- ✓ The ability to make informed, objective judgments;
- ✓ The ability to work with all staff to create an effective staff development plan for all staff;
- ✓ Ability to maintain and promote confidentiality as the norm under which the school operates;
- ✓ The desire and ability to engage in continuing education and skills upgrading.

Administrative Competence

- ✓ The ability to create and maintain a safe, orderly, positive and effective learning environment;
- ✓ The ability to annually evaluate the performance of all school-based staff;
- ✓ The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records;
- ✓ The ability to work well with the school governing board;
- ✓ The ability to create and maintain a climate of respect and fairness for all staff and students.

Overall Qualifications (Desired/Preferred)

- ✓ Professional Administrative Credential and/or Masters Degree in Education or equivalent;
- ✓ At least 5 years experience in the education field;
- ✓ Management, administrative and instructional expertise;
- ✓ Curriculum implementation expertise;
- ✓ Experience with school budgets;
- ✓ Willingness to learn about charter school leadership.

- 1.3. **Support Staff:** The school will seek administrative and operational staff that have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff will possess experience and expertise appropriate for their position within the

school as outlined in the school's staffing plan and the school's adopted personnel policies. It is SVP's intention to hire competent staff possessing the following qualifications:

Knowledge of:

- ✓ Public school operations and functions;
- ✓ Efficient office methods and practices including filing system, telephone techniques, and letter and report composition;
- ✓ Strong and professional communication skills including correct use of English punctuation, spelling, and grammar; and
- ✓ Technology proficiency (email, word processing, internet use)

Ability to:

- ✓ Demonstrate proficiency in reading, writing, and mathematical skills sufficient to obtain a passing score on a standardized proficiency test;
- ✓ Analyze situations and take appropriate action in a variety of procedural matters without immediate or direct supervision;
- ✓ Learn and effectively use computer software applications and related word processing;
- ✓ Understand apply successfully a variety of complex directions to specific situations;
- ✓ Consistently proofread with detail and accuracy;
- ✓ Type accurately at a rate required for successful job performance;
- ✓ Communicate effectively and tactfully in both oral and written forms;
- ✓ Establish and maintain a variety of record keeping, reference, and data collection system;
- ✓ Operate a variety of office equipment such as calculator, copy machine/printer, fax machine, and computer with speed and accuracy;
- ✓ Prioritize, coordinate, and monitor the work of others in a positive, productive, and timely manner;
- ✓ Establish and maintain effective work relationships with those contacted in the performance of required duties.

- 1.4. **General Requirements, Hiring and Performance Review:** All employees of Squaw Valley Preparatory will be able to demonstrate an understanding and ability to effectively perform services that contribute to the primary goals of the Charter School. Employees will be able to operate within all learning programs and be willing to expand professionally. Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code Section 44237. SVP will adhere to applicable California laws including, but not limited to, fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious

felony. Prior to employment, each employee must furnish tuberculosis (TB) clearance, as well as documents establishing legal employment status. SVP and/or administrative designees will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws. SVP will pay for such services on behalf of its prospective employees. All approved policies and procedures of SVP will be used in the employment of SVP employees.

The Executive Director will have the authority to create additional formal job descriptions for each position, recruit, interview and recommend candidates. The CCM Board has the right, if it so chooses, to review these candidates credentials before a job offer is made to the candidate. The Executive Director will have the responsibility of evaluating the performance of the teaching and administrative staff on a yearly basis. The CCM Board has the right, if it so chooses, to review these performance evaluations before they are delivered to staff members. The Executive Director, with input from the CCM Board, will determine the criteria by which to judge the performance of SVP employees. The CCM Board will create the job description and review the performance of the Executive Director on a year-end basis.

- 1.5. **Hiring Plan:** SVP aims to hire a diverse faculty composed of highly qualified, fully credentialed teachers in our core subject areas, plus instructional support staff who possess subject matter expertise and qualifications necessary to help our program succeed. We have experience working with the educational community in the Tahoe-Truckee area, including educators who SVP believes would be a good match for our program. In addition to attracting talented personnel in the immediate Tahoe-Truckee area, SVP plans to contact regional and national graduate schools of education to publicize SVP for experienced educators. We will also seek staff through teacher recruitment fairs, professional publications, newspapers and through our website.

Our education program calls for the employment of 5.5 dedicated positions during our first year of operation, which includes 3.5 fte certificated teachers, a .5 fte Assistant Director and 1 fte certificated instructional aide. SVP will share the services of the Executive Director (.5 fte), an administrative clerk (.5 fte), and a office manager (.5 fte). We will add 11th grade in year two, 12th grade in year three and K-6th grades in year 5 at which time we will be at full enrollment. At full enrollment, we plan to have added 8 certificated teachers, a .5 fte counselor, and shift to a dedicated administrative clerk. All planned positions are clearly depicted in the Staffing and Personnel Data section in our five year financial plan.

ELEMENT SIX

HEALTH AND SAFETY PROCEDURES

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)(E))

Prior to commencing instruction, SVP will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school's insurance carriers and at a minimum will address the following topics:

- ✓ Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. 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 Executive Director shall monitor compliance with this policy and report to the CCM Board of Directors on a quarterly basis. The Board Chairperson shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.;
- ✓ A requirement that all enrolling students and staff provide records regarding immunizations to the extent required by law, including mandatory tuberculosis screening for staff and volunteers expected to have prolonged contact with students, and all rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster;
- ✓ Policies and procedures for school wide training and response to natural disasters and emergencies, including fires and earthquakes (Emergency Preparedness Plan);
- ✓ Policy regarding the administration of prescription drugs and other medicines in school, adhering to Education Code 49423;
- ✓ A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent;
- ✓ Policies meeting state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace;
- ✓ A policy that SVP will be housed in facilities that are in compliance with either the Field Act or the California Building Standards Code, pursuant to Education Code Section 47610 and 47610.5, and which have received Fire Marshal approval;

- ✓ Policy requiring all employees to serve as child abuse reporters and to follow all applicable reporting laws for the immediate reporting of suspected child abuse, acts of violence, or other improprieties pursuant to CA Penal Code Section 11164;
- ✓ A policy establishing that SVP functions as a drug, alcohol, and tobacco free workplace;
- ✓ A policy against sexual harassment and provision for training on this topic; and
- ✓ A policy outlining school staff training on the school's health and safety policies.
- ✓ A policy addressing screening for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.
- ✓ A policy addressing an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students.

Health and Safety issues will be dealt with in accordance with CCM Board Policies. These policies will be incorporated as appropriate into the Student-Parent Handbook and the Staff Handbook, and reviewed on a regular basis.

ELEMENT SEVEN

RACIAL AND ETHNIC BALANCE

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))

Squaw Valley Preparatory will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance that is reflective of the racial and ethnic balance of the general population residing in the District:

- ✓ An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;
- ✓ The development of promotional and informal material that appeals to all major racial and ethnic groups represented in the Tahoe-Truckee area, including materials in languages other than English to appeal to limited English proficient populations;
- ✓ Targeted meetings in multiple communities to reach prospective students and parents;
- ✓ The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the Tahoe-Truckee area;
- ✓ A random selection process will be used each school year (as described below) and a ranked waiting list created to fill openings as they occur.

Because SVP seeks a targeted student population whose families may not be reachable by traditional means, we plan to utilize outreach strategies such as community meetings targeted in specific communities in the area.

ELEMENT EIGHT

ADMISSION REQUIREMENTS

Admission requirements, if applicable.

(California Education Code Section 47605(b)(5)(H))

1. ADMISSION: Squaw Valley Preparatory will actively recruit a diverse student population (see Appendix M). Students who understand value the SVP mission and are committed to the school's instructional and educational philosophy will be encouraged to apply. Admission is open to any resident of Placer, Nevada, El Dorado, Yuba, Sutter, and Sacramento Counties who is of legal age to attend public school. Pupils will be considered for admission without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Current law regarding non-classroom based charter schools shall determine admission according to place of residence of student's parents or legal guardians.
2. NO ADMISSION TESTING: Post matriculation, Squaw Valley Preparatory will hold a grade-level knowledge-based examination, which allows the administrator or testing coordinator to assess the students' readiness for the grade of entrance; however, such assessments will not be used as a means to prohibit or discourage certain students from attending. Post matriculation, various assessments may be administered to further determine readiness or maintenance of the said grade. These instruments aid in the development of individualized learning plans for children. Children who are working below grade level or simply need a little extra help will be provided extra tutoring and other services designed to remediate any deficiencies.
3. APPLICATION AND ENROLLMENT PROCESS: The school will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents, (3) an admissions application period, (4) an admissions lottery, if necessary, and (5) enrollment. The school may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.

SVP will utilize a Request for Admission Form and Student Enrollment Packet for all prospective students. Included with the Student Enrollment Packet will be an information sheet detailing the educational philosophy, discipline policy, and parent participation plan of the Squaw Valley Preparatory, all of which will also be posted to the SVP website.

- 3.1. **Timeline for first year of operation:** Applications for admission will be made available beginning March 24 April of our first year and will be due by the last Friday of April in order to be included in any necessary enrollment lottery. The school will hold at least three parent information meetings in March and April so parents can learn more about the school before they apply.
- 3.2. **Timeline for subsequent years of operation:** Applications for admission will be made available in February of the previous year and will be due by the last Friday of March. The school will hold at least three parent information meetings between January and March so parents can learn more about the school before they apply.
- 3.3. **The Public Random Drawing (“Lottery”) and Priority Admissions:** Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

This lottery will take place during the first week of April (the lottery for opening year 2013/14 will take place on Tuesday, April 30, 2013). Exemptions in the case of a public random drawing shall be given to the following pupils in the following order:

- ✓ Students currently enrolled in SVP;
- ✓ Siblings of enrolled students in SVP/CCS;
- ✓ Students matriculating from (i.e., graduates of) CCS;
- ✓ Children of SVP/CCS faculty, and SEF/CCM Founders/Board Members. This preference will be applied to no more than 10% of total enrollment.
- ✓ Residents of Placer County, only in the event that the entire enrolled student population residing in Placer County falls below 51% of total SVP enrollment.

In compliance with state and federal law, lottery preference will be given to the following pupil categories by providing each pupil in such categories with a weighted factor of 2:1, while other pupils not meeting these criteria will have only one chance to win:

- ✓ Pupils residing within the Newcastle Elementary School District.
- ✓ Pupils for whom special consideration is required to comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, or the Equal Protection Clause of the United States Constitution.

- ✓ Students seeking to change schools under the public school choice provisions of ESEA Title I.

After the public random drawing, families will receive their official enrollment forms and will be informed of the enrollment process. If the number of applications to a grade does not exceed the number of spaces available in that grade there will be no drawing for that grade, and all students for that grade who have submitted a completed and signed Request for Admission Form, and have participated in the pre-enrollment process, will be admitted.

- 3.4. **The Enrollment Process:** Each spring, after the lottery for admission, the school will hold orientation meetings for parents. During orientation meetings, staff and parents will review school policies and be asked to sign the family-school agreement and official enrollment papers. The enrollment packet also includes information regarding student immunization records and a list of emergency contacts. Parents will also, at this meeting, have the opportunity to sign up with a parent committee through which they can donate volunteer hours to the school. Parents and legal guardians will also receive a family-student handbook during this orientation. This is a mandatory meeting. Parents who cannot make an orientation meeting must make a personal appointment with the Executive Director or designee to address the information covered in the meeting.

ELEMENT NINE

FINANCIAL PLANNING, REPORTING AND AUDITS

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

(California Education Code Section 47605(b)(5)(l))

1. **FINANCIAL AUDIT.** An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

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

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

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

2. **PROGRAMMATIC AUDIT:** To make sure that the school is living up to the terms of its charter, the Board of Directors will develop a checklist of programs and goals described in this charter, and every year will appoint a committee of parents and community members to determine the school's success at implementing those programs and meeting those goals. The Board will then, in coordination with the teachers and parents at the school, make recommendations as to how the school can further refine its program so as to

meet the terms of the charter and fulfill the promise of our school vision. This analysis and the resulting recommendations will be described in an annual programmatic performance review to the district. We will also release this report to parents and the public at an annual public meeting. The programmatic performance review will include the following:

- ✓ Summary data showing students' progress towards the goals and outcomes specified in Section II from assessment instruments and techniques listed in Section III.
- ✓ Analysis of whether student performance is meeting the goals specified in Section II. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising students' confidentiality.
- ✓ A summary of major decisions and policies established by the school's Board of Directors during the year.
- ✓ Data on the level of parent involvement in the school's governance and parent action committees.
- ✓ Data regarding the number of staff working at the school and their qualifications.
- ✓ A copy of the school's health and safety policies and /or a summary of any major changes to those policies during the year.
- ✓ Information demonstrating whether the school implemented the means listed in this charter to achieve a racially and ethnically balanced student population.
- ✓ An overview of the school's admission practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended.
- ✓ Analysis of the school's internal and external dispute 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 compliance with the terms of the Charter.

ELEMENT TEN

PUPIL SUSPENSION AND EXPULSION

The procedures by which pupils can be suspended or expelled.

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

Squaw Valley Preparatory subscribes to positive discipline practices and maintains a comprehensive set of behavioral expectations. Students will not be suspended or expelled for academic failure, but only for actions. Suspension and expulsion policies will be printed and distributed as part of the Student-Parent Handbook. This policy and its rules and procedures have been established in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

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

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Student-Parent Handbook and will clearly describe discipline expectations. In addition to these suspension and expulsion policies required for this charter, prior to completing student enrollment, SVP will develop a complete set of student discipline policies and procedures which shall be distributed to each student/parent as part of the Student Handbook.

Positive discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, revocation of privileges, the use of alternative educational environments, suspension and expulsion.

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

The charter school Executive Director and/or Site Administrator shall ensure that students and parents/guardians are notified in writing of all discipline policies, rules,

and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer students and their parents/guardian shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.

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

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

1. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS: A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at the school or at any other school site: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity. A SVP student *shall be* recommended for suspension or expulsion for the following acts:
 - ✓ Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
 - ✓ Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the charter school Head of School or designee's concurrence.
 - ✓ Unlawfully possessed, used sold or otherwise furnished, or was under the influence of, any controlled substance as defined Health and Safety code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - ✓ Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- ✓ Committed or attempted to commit a sexual assault as defined in Penal code section 261, 266c, 286, 288, 288, 288a or 289, or committed a sexual battery as defined Penal Code 243.4.
- ✓ Made terrorist threats against school officials and /or school property.
- ✓ Committed sexual harassment as defined in Education code Section 212.5.
- ✓ Caused, attempted to cause, threatened to cause, or participated in an act of hate-violence as defined in Education Code Section 233(e).

A SVP student *may be* recommended for suspension or expulsion for the following acts:

- ✓ Committed or attempted to commit robbery or extortion.
- ✓ Caused or attempted to cause damage to school property or private property.
- ✓ Stole or attempted to steal school property or private property.
- ✓ Possessed or used tobacco or any product containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- ✓ Committed an obscene act or engaged in habitual profanity or vulgarity.
- ✓ Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in the Health and Safety Code sections 11014.5.
- ✓ Disrupted school activities or otherwise willfully defied the valid authority of supervisor, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- ✓ Knowingly received stolen school property or private property.
- ✓ Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- ✓ Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and /or retaliating against that student for being a witness.
- ✓ Intentionally harassed, threatened or intimidated a student or group of students to the extent having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
- ✓ Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying"

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

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

2. SUSPENSION PROCEDURE: Suspensions shall be initiated according to the following procedures:

2.1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the charter school Executive Director or designee with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the charter school Executive Director.

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

2.2. Notice to Parents/Guardians: At the time of the suspension, a charter school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

- 2.3. Authority to Expel: Only the CCM Board of Directors upon the recommendation of the expulsion panel may expel a student. The expulsion panel shall be made up of two teachers and one member of the CCM Board of Directors. The teachers shall not also be members of the CCM Board or the primary teacher of the student being considered for expulsion. The member of the CCM Board shall not be a SVP employee or an immediate relation of such an employee. The Board of Directors may expel any student found to have committed an expellable offense(s) listed above in the “Grounds for Suspension and Expulsion.”

Except for expulsions for offenses listed under Education Code Section 48915(c), a student may only be expelled upon the findings and recommendations of the expulsion panel if the CCM Board of Directors finds that the student committed the expellable offense and that at least one of the following findings may be substantiated:

- ✓ That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- ✓ That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

3. EXPULSION PROCEDURE: Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the charter school Executive Director or designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred. The hearing will be presided over by the charter school Executive Director who will make a recommendation to the expulsion panel.

- 3.1. **Written Notice.** Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

- ✓ The date and place of the hearing;
- ✓ A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
- ✓ A copy of charter school’s disciplinary rules which relate to the alleged violation;
- ✓ Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status in charter school to any other district in which the student seeks enrollment;
- ✓ The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel;
- ✓ The right to inspect and obtain copies of all documents to be used at the hearing;
- ✓ The opportunity to confront and question all witnesses who testify at the hearing;

- ✓ The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;

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

3.3. Rules of Evidence. While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the expulsion panel to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the expulsion panel shall be in the form of a recommendation to the CCM Board of Directors which will make a final determination regarding the expulsion.

3.4. Written Notice to Expel. The charter school Executive Director or designee following a decision of the CCM Board of Directors to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- ✓ The specific offense committed by the student from the acts listed in "Grounds for Suspension and Expulsion" above;
- ✓ Notice of the student's or parent /guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the charter school

4. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES. The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- ✓ The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- ✓ The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- ✓ At the discretion of the person or panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- ✓ The person or panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- ✓ The person or panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- ✓ Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person or panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- ✓ If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- ✓ The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- ✓ Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten

serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

✓ Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

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

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

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

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

5. DISCIPLINARY RECORDS. The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.
6. NO RIGHT TO APPEAL. The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.
7. EXPELLED PUPILS/ALTERNATIVE EDUCATION. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.
8. REHABILITATION PLANS. Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.
9. READMISSION. The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.
10. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES.
 - 10.1. Notification of District. The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.
 - 10.2. Services During Suspension. Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education

curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

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

- ✓ If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- ✓ If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
- ✓ If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
- ✓ If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
- ✓ Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- ✓ If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- ✓ Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement

the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

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

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

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

- 10.6. Interim Alternative Educational Setting.** The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

- 10.7. Procedures for Students Not Yet Eligible for Special Education Services.** A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

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

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

ELEMENT ELEVEN

RETIREMENT SYSTEMS

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))

For retirement benefits, CCM anticipates that it will offer STRS to its certificated staff and PERS and social security to its non-certificated full-time staff, see attached financial plan.

CCM will participate in California's State Teachers' Retirement System (STRS), Public Employees' Retirement System (PERS) and Social Security, depending upon employee eligibility and what the Board determines is in the best interest of the staff and the school as a whole. CCM employees will participate in Social Security as required by law. If the Board chooses STRS in accordance with Education Code Section 47611.3, the county shall create any reports required by STRS. At the county's request, the school shall pay the county a reasonable fee for the provision of such services.

The Executive Director, with approval from the CCM Board, will have the authority to determine incoming salary and benefit levels, working conditions and work year characteristics (e.g., length of year and day, vacation policies, etc.) for all employees that will allow SVP to attract and retain the caliber of employees necessary for its success.

ELEMENT TWELVE

PUBLIC SCHOOL 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))

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT THIRTEEN

EMPLOYEE RETURN RIGHTS

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))

No person shall be required to work at the Charter School. Employees of CCM who were not previous employees of the Newcastle Elementary School District will not become employees of the Newcastle Elementary School District and will not have the right to employment within the district upon leaving the employment of the charter school.

Newcastle Elementary School District employees cannot be required to work at SVP, nor can the district require CCM to hire district non-certificated, certificated, or confidential employees, with the exception of district employees provided to the charter school as part of the administrative or special education services paid for by the charter school under a separately negotiated agreement for services or memorandum of understanding.

Charter school employees are not subject to district transfers.

ELEMENT FOURTEEN

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))

1. INTENT: The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to SVP's policies, (2) identify and balance the oversight responsibilities for Newcastle Elementary School District, and (3) insure a fair and timely resolution of disputes.

2. DISPUTES ARISING FROM WITHIN THE SCHOOL/COMPLAINT PROCEDURES: Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations of the school, shall be resolved by Squaw Valley Preparatory Executive Director, and/or Board of Directors pursuant to policies and procedures developed by the CCM Board of Directors.

The District shall forward all complaints received by the District regarding SVP to the SVP Executive Director for resolution. SVP shall possess all complaints pursuant to Board-adopted complaint procedures and policy.

3. DISPUTES BETWEEN SQUAW VALLEY PREPARATORY AND THE NEWCASTLE ELEMENTARY SCHOOL DISTRICT: In the event that Squaw Valley Preparatory and Newcastle Elementary School District have disputes regarding the terms of this charter or any other issue regarding Squaw Valley Preparatory, both parties agree to follow the process outlined below. However, this dispute resolution process will not apply to those issues that may lead to revocation of the charter petition as outlined in Education Code section 46707(c) unless the district chooses to have this process apply.

- 3.1. In the event of a dispute between Squaw Valley Preparatory and Newcastle Elementary School District, SVP staff and the District staff and Board members agree to first frame the issue in written format and refer the issue to the district superintendent, or his/her designee, and SVP Executive Director. In the event that the district superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

SVP Executive Director and/or SVP representative and the Newcastle Elementary School District Superintendent or designee shall informally meet within ten (10) days of the date of the written dispute statement and confer to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the NES Superintendent and the SVP Executive Director and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the

Superintendent and the Executive Director shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly. The Superintendent and Executive Director shall incorporate informal rules of evidence and procedure into the mediation format unless both parties agree otherwise. SVP and NESD shall each bear its own costs incurred as a result of its compliance with this dispute resolution process. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

4. OVERSIGHT, REPORTING, REVOCATION AND RENEWAL: The Newcastle Elementary School District Board may inspect or observe any part of Squaw Valley Preparatory at any time. If the Board of the Newcastle Elementary School District believes it has cause to revoke this charter, it will comply with Education Code section 47607 and all its implementing regulations. SVP agrees to respond promptly to all reasonable inquiries, including inquiries regarding its financial records.

The Newcastle Elementary School District Board agrees to receive and review the annual fiscal and programming audit, annual performance report, and annual Student Population Committee Report.

ELEMENT FIFTEEN

PUBLIC SCHOOL EMPLOYER

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 Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

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

Creekside Charter Management shall be deemed the exclusive public school employer of the employees of Squaw Valley Preparatory for the purposes of the Education Employment Relations Act ("EERA"). CCM shall comply with the EERA.

ELEMENT SIXTEEN

SCHOOL 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 disposition of assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

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

Squaw Valley Preparatory does not expect to close. However, if the school ceases operation, and the board determines that there is no successor charter school which can carry out the mission of the school, then the school shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer and shall be the CCM Board of Directors. The Authorized Closer shall commence closure proceedings by notifying parents and guardians of pupils, SBE, the County Office of Education, the SELPA in which the school participates, the retirement system in which the school's employees participate and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupil's districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

The school shall complete an independent final audit within six months of the school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

- ✓ An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.
- ✓ An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
- ✓ An assessment of the disposition of any restricted funds received by or due to the school. The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33. Prior to the

distribution of any remaining net assets of the school, the Authorized Closer shall:

- determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

For purposes of this Element Sixteen, “Restricted Government Grant” means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

The school is operated by a California nonprofit public benefit corporation (as permitted under Ed. Code section 47604(a) (“school corporation”). If in connection with the closure, the Board determines that it will dissolve the school corporation (“Dissolution”), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit corporation Law (“Law”) including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind- up and Dissolution of the school corporation. Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation’s assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation’s Articles of Incorporation.

MISCELLANEOUS PROVISIONS

BUDGETS

The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.

Education Code Section 47605(g).

1. **FINANCIAL PLAN:** A financial plan for the school is attached. This plan is based on the best data available to the developers at the time the plan was assembled. The plan is based on many key assumptions, as outlined in the financial plan. Some of the most basic assumptions include:
 - ✓ 60 students in Year 1, reaching full enrollment of 298 students in Year 5, with an ongoing ADA rate of 99%.
 - ✓ Funding rates based on the most recent projected charter school funding rates
 - ✓ Class size ratios starting at approximately 20:1 in the first year and rising and holding to 24:1 for the second year and beyond.

2. **FINANCIAL REPORTING**
 - 2.1. **Budget and Financial Reporting Schedule:** SVP will annually prepare and submit to NESD:
 - ✓ On or before July 1st, a final budget. 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.
 - ✓ On or before December 15th, an interim financial report which reflects changes to the final budget through October 31st.
 - ✓ On or before March 15th, a second interim financial report which reflects changes to the final budget through January 31st.
 - ✓ On or before September 15th, a final unaudited financial report for the prior full fiscal year.

 - 2.2. **Other Financial Reporting**
 - ✓ SVP will implement an attendance recording and accounting system which complies with state law.
 - ✓ SVP does not anticipate applying for the Charter School Revolving Loan Fund. If it did, SVP understands that it must comply with Education Code section 41365 if it receives funds.
 - ✓ SVP will be a directly funded charter school. SVP anticipates depositing its funds in a non-speculative and federally insured bank account for use by the school.

SVP will provide the following reports that are required by law: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, and School Accountability Report Card (SARC).

3. FACILITIES

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

Education Code Section 47605(g).

As an independent charter school located in Squaw Valley and in a community partnership with Squaw Corp., it is the intent of SVP to initially enter into a facilities use agreement to house SVP in Squaw Corp. facilities in the Squaw Valley area. In support of the proposed community partnership with Squaw Corporation, initial discussions reflect rent-free facilities lease for the first five years of SVP operation.

4. INSURANCE: Newcastle Elementary School District shall not be required to provide coverage to SVP under any of the district's self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below to protect SVP from claims which may arise from its operations. The following insurance policies and practices are anticipated:

- ✓ Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect SVP from claims under Workers' Compensation Acts, which may arise from its operations.
- ✓ General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The Fidelity Bond coverage shall be maintained by SVP to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
- ✓ Insurance Certificates: SVP shall keep on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the district. Facsimile or reproduced signatures are not acceptable. The district reserves the right to require complete certified copies of the required insurance policies.
- ✓ Optional Insurance: Should SVP deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the district and its purchase shall be the responsibility of the charter school.

5. ADMINISTRATIVE SERVICES:

The manner in which administrative services of the school are to be provided.

Education Code Section 47605(g)

SVP anticipates outsourcing the business functions of the school to a specialized charter school-specific provider to perform most of the business operations of the school. We anticipate utilizing an experienced charter school provider to set up the school's chart of accounts in an easy to use accounting software package (e.g., Quickbooks). This provider would then have ongoing responsibility for the school's accounting. SVP further anticipates utilizing an outside payroll vendor (e.g., Paychex or ADP) for generation of paychecks and tax withholdings. SVP will coordinate with the county to report pertinent STRS / PERS payroll data. The county may request a reasonable fee for coordinating this transfer of data. The school plans on obtaining its own health and benefits via small business plan type offerings from local vendors (e.g., Delta Health Services or Blue Cross).

Squaw Valley Preparatory may contract with the district for business services or may contract with any agency experienced in school finance, as determined by SVP staff and/or its Board of Directors. In the event CCM Board of Directors elects not to contract with NESD for business services, we anticipate hiring a charter school-specific business vendor with experience in charter school finance and specifically non-classroom based programs, to run the bulk of the business needs of the school. The school may contract out for some specific services (e.g., payroll).

6. TRANSPORTATION: SVP does not anticipate providing home to school or school to home transportation services, except to students with disabilities as required by an IEP.

7. CIVIL LIABILITY IMPACT

Potential civil liability effects, if any, upon the school and upon the District.

Education Code Section 47605(g).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation 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 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or

other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

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

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

8. TERM: The term of this Charter shall be 1st of July 2013 through the 30th June 2018. This Charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties if, as a result of its annual review, the charter-granting agency determines that Squaw Valley Preparatory is making satisfactory progress toward its goals on June 30 of the year the charter is to expire, this charter, and any mutually agreeable amendments, is renewed for one or more five (5) year terms upon the mutual agreement of the parties.
9. REVISIONS: Material revisions of the provisions contained in this Charter may be made in writing, by the mutual agreement of Creekside Charter Management and Newcastle Elementary School District Board. Material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47607 and 47605 and their implementing regulations.
10. SEVERABILITY: The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Newcastle Elementary School District Board and the Creekside Charter Management Board of Directors. Newcastle Elementary School District and Creekside Charter Management agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.
11. MISCELLANEOUS: The Newcastle Elementary School District and Squaw Valley Preparatory shall engage in a mutually agreeable Memorandum of Understanding, which outlines further details of the relationship between the District and SVP.

The MOU shall include, but not be limited to the following:

Services to be purchased by SVP from NESD and the fee schedule for such services to be provided by the district, if any; special education services and funding formulas, hold harmless indemnification, if required by the district, charter school's receipt of mandated cost reimbursement, fiscal reporting requirements to the state, either independently or through the district, and district support for the charter school in seeking additional funding.

The charter school may procure administrative services from the district, including site budgeting, instructional programs, development, payroll and purchasing services and some degree of personnel support. Specific terms of most of these services should be covered by the memorandum of understanding. The district will also be expected to provide oversight and performance monitoring services, including the monitoring of school and student performance data, reviewing the school's financial statement and audit reports, performing annual site visits, and considering charter amendment and renewal requests.

This MOU will delineate the liability of NESD if SVP should default. As a nonprofit organization, SVP anticipates that NESD's liability will be minimal as long as the district performs its oversight functions, according to law.

SVP reserves the rights to purchase additional administrative or other goods or services from any third party as needed.

12. COMMUNICATIONS: Official communications between Squaw Valley Preparatory, Creekside Charter Management and Newcastle Elementary School District will be sent via first class mail or other appropriate means to the Executive Director and the District Superintendent.

Appendices Index

- Appendix A: Introduction to Founding Group
- Appendix B: Squaw Education Foundation Articles of Incorporation and Bylaws
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Appendix A

INTRODUCTION TO THE SQUAW VALLEY PREPARATORY FOUNDING MEMBERS

Anne Butterworth - Anne has taught K-12 Industrial Arts, Technology and Engineering for twelve years and has extensive experience in curriculum development and assessment. Anne has a BS Industrial Arts- Secondary Education, a MS in Technology in Education and is currently earning a doctorate degree in Educational Leadership. Anne's family moved to the Tahoe area in 2004 and she has been an active member of the community since. Anne is the mother of three children, one of which is enrolled as a fifth grader in Creekside Charter School.

Mark Gogolewski - Mark provides financial consulting for early stage software startups, and is on the board of Vocareum, Inc. Mark gained entrepreneurial experience from his time as CTO and CFO at Denali Software, which he co-founded in 1995 and sold in 2010 to Cadence Design Systems. Mark moved in 2011 to Tahoe City with his wife, Liz, and two sons. Mark is currently a member of the Creekside Charter School Governance Council. Mark is passionate about education, especially the current wave of innovation and positive disruption. Mark has a BS in Applied Mathematics and a MS in Engineering Physics from the University of Virginia. When not working or helping at Creekside, Mark keeps busy with backpacking, skiing, and meditation.

Ken Gracey - Ken is President of Parallax, a technology design and production company in Rocklin, CA. His enthusiasm and optimism is positively contagious. One can always tell when Ken is in the office, he thrives on making things happen and makes sure everyone is having fun while getting the job done. Ken is at the core of Parallax's customer-centric focus. He makes certain that all Parallax documentation and software is always free and available to the masses. Always looking for ways to help out the little guys, Ken established Stamps in Class, Parallax's education division, been providing electronics curriculum for ages 14 and up and training teachers ever since. In his spare time Ken builds his own robots, works in his machine shop, takes rides on his ginormous bicycle/long board skateboard/skis/snowmobile, and is a very tall dad to two very tall boys.

Kirsten Johansen - Kirsten Johansen is a mother of two young children and third generation full time resident of Olympic Valley. She embraces her heritage, founded in the legacy of Squaw Valley and its skiing traditions, and was a participant in Far West. Kirsten attended California State University, Chico, and University of Nevada, Reno. She has a passion for local education and the outdoors.

Todd Kelly - Todd Kelly brings over 25 years of experience in the ski racing industry to SVP and the Squaw Valley's Ski Team, moving through the ranks as an international competitor to an esteemed coach, and ultimately a program director of two award-winning race programs. Kelly grew up ski racing at Squaw Valley, beginning with the resort's Mighty Mites program at the age of seven. By high school, Kelly was recruited by the U.S. Ski Team, and he started his professional ski racing career at age 15. Kelly competed on the U.S. Ski Team from 1986 to 1994, including three years racing on the

World Cup circuit, during which he was ranked as the top U.S. Super G skier. In college, Kelly went on to be ranked the NCASA national champion in Giant Slalom in 1994.

Nancy McKenzie - (Newcastle Elementary School District Liaison) Nancy currently serves as the Director of Fiscal Services for NESD and has spent the last 17 years navigating the waters of school finance. Her ability to understand numbers and budgets, and to think both conceptually and analytically, will serve the Squaw Charter School Board well. Nancy's strong sense of integrity in everything she does is well known among her peers and will be a positive influence as the District Liaison. Nancy's abilities, flexibility, sense of humor and strong communication skills have enabled her to be a key player in the growth, and smooth transition all financial aspects of operating the District as it continues to expand its services and oversight responsibilities. In her "free time" she is a wife and mother of 2 grown sons. She is also a violinist with the Auburn Symphony, team statistician for Sierra College Men's Water Polo, and works with Sacramento Water Polo to help promote the sport of water polo to all interested athletes

Bill Nguyen - Bill has been CEO for many successful technology start-up companies and brings with him vast experience in business and philanthropic funding strategies. Bill values innovative, world-class education for all students and the accountability imbedded in public education. Bill and his family moved to the Tahoe area from the Bay Area in 2012. Bill has two sons who are both avid skiers, of which one is currently enrolled as a third grader at Creekside Charter School.

Katrina Smolen - Kat holds an MS in Hydrology and a BS in Geology, with a concentration in Environmental Science, and a minor in Biology. Ms. Smolen is registered Professional Hydrologist. Kat is the Principal of Hydro Restoration, providing premiere consulting services in stormwater management, watershed science and regulatory compliance and has implemented Squaw Valley Resort's watershed restoration and regulatory compliance, since 2005, remediating all conditions of the Consent Agreement with the Water Board and Attorney General's Office. She currently serves as the Qualified Stormwater Developer/Practitioner for Squaw Valley Resort. and as a technical advisor to the Friends of Squaw Creek. Katrina actively enjoys spending time with her three young children, leading and teaching them about the outdoors in and on the water, liquid or solid. She enjoys playing the cello, and served as principle of cellist of the Sierra Community College Orchestra for a number of years. Since having her 3 children at home, Katrina has studied and apprenticed as a midwife for the past 4 years and is the Regional Representative of the California Association of Midwives.

Vince Sosnkowsk - Vince graduated with a degree in Industrial Engineering from the University of California, Berkeley. He started his business career as a Product Manager with an International Leasing firm with bottom line responsibility for \$33MM in annual revenues. Vince has been a serial entrepreneur since, founding companies in on-line content aggregation, early stage enterprise software sales and marketing acceleration and most recently in multifamily real estate development with Acme Development.

Acme develops apartment housing for military families in markets with a severe lack of quality off-base housing. Vince is currently the President of Creekside Charter School's Governance Board and a member of Far West Skiing's Board of Directors. He can also be found coaching little league baseball and refereeing AYSO soccer when not climbing, mountain biking or skiing.

Camille Taylor - Camille is the founding Director of Creekside Charter School, a K-8 charter school in the Tahoe Basin with a proven track record of success. Prior to going back to school for her Master of Arts in Education, Camille's professional focus was in estate planning, tax and probate law, serving as the Executive Director of the Tahoe-Truckee Bar Association, a background which has proved beneficial to successfully establishing and operating a charter school. Now the third generation of educators in her family, Camille believes passionately in the joyful process of discovery as a foundation for successful learning. Camille and her high school sweetheart, Derek, both grew up in the Los Gatos area, and attended the University of California, Los Angeles. After years of spending every minute of vacation time in Tahoe, they moved here in 1995, adopted a dog, were married on the lake, and are now raising two children on clean water and air. Camille finds balance in traveling, hiking, reading, rafting and music.

Emilio Vaca - Emilio brings over 8 years of non-profit experience to the Squaw Valley Preparatory founding group, both on programmatic and management levels. Having served on multiple boards, commissions and committees on local, regional, state and national levels, Emilio's expertise will ensure a sound and balanced voice to the group. As a community organizer, Emilio brings a cultural and diverse perspective on the social element of education. He served as the Executive Director for North Tahoe Family Resource for four and half years. During that time he was elected North Lake Tahoe Chamber of Commerce's Citizen of the Year Award in 2011. Emilio's strongest and most important asset is being a father of two wonderful young girls.

Lynda Walsh - Lynda first came to Tahoe years ago as a competitive ski racer on the US Ski team to ski Squaw Valley. Lynda fell in love with the lake and the mountains as well as the tight knit community. After ski racing, Lynda's family settled in Tahoe. She enjoys the beauty of the lake and all that Tahoe has to offer. Lynda has three daughters, two of which are currently attending Creekside Charter School. Lynda's family has been committed and involved with Creekside's operation since 1999. Lynda remains passionate about having a choice in education for our community and the charter school movement. Lynda attended the University of Colorado in Boulder, CO and in 1994 I earned a BA at JFK University in Orinda, CA. Lynda is a childbirth educator and midwife student/assistant. She enjoys helping families with their journey into parenthood. She is also the co-owner and business manager of Sierra Sports Care and Chiropractic for which her husband is the Chiropractor. Lynda is a founding member of Creekside Charter School's Governance Council, as well as acting as the coordinator of the school's Winter Enrichment Ski Program.

APPENDIX B

SQUAW EDUCATION FOUNDATION

ARTICLES OF INCORPORATION

DRAFT BYLAWS

CONFLICT OF INTEREST POLICY

STRATEGY FOR SUSTAINED FUNDRAISING

APPENDIX C

CREEKSIDE CHARTER MANAGEMENT

ARTICLES OF INCORPORATION

DRAFT BYLAWS

CONFLICT OF INTEREST POLICY

APPENDIX D

SAMPLE ACADEMIC CALENDAR

SAMPLE: Squaw Valley Preparatory 2013/14 School Calendar																					
JULY							HOLIDAYS							JANUARY							
S	M	T	W	T	F	S	09/2/2013	Labor Day					S	M	T	W	T	F	S		
	1	2	3	4	5	6	11/11/2013	Veteran's Day								1	2	3	4		
7	8	9	10	11	12	13	11/28/2013	Thanksgiving Day					5	6	7	8	9	10	11		
14	15	16	17	18	19	20	12/25/2013	Christmas Day					12	13	14	15	16	17	18		
21	22	23	24	25	26	27	01/01/2014	New Year's Day					19	20	21	22	23	24	25		
28	29	30	31				01/20/2014	Martin Luther King, Jr.					26	27	28	29	30	31			
							02/17/2014	Presidents Day											19		
							02/21/2014	Lincoln's Birthday													
							05/26/2014	Memorial Day													
AUGUST							LOCAL HOLIDAYS							FEBRUARY							
S	M	T	W	T	F	S				1	2	3	S	M	T	W	T	F	S		
							11/29/2013	- Day After Thanksgiving					2	3	4	5	6	7	8		
4	5	6	7	8	9	10	12/23/2013-01/03/2014	- Winter Break					9	10	11	12	13	14	15		
11	12	13	14	15	16	17	02/17/2014-02/21/2014	- Ski/Skate Week					16	17	18	19	20	21	22		
18	19	20	21	22	23	24	03/31/2014-04/04/2014	- Spring Break					23	24	25	26	27	28			
25	26	27	28	29	30	31															
						5	FIRST DAY OF SCHOOL AUGUST 26, 2013													15	
							CLASSES BEGIN SEPTEMBER 3, 2013														
							LAST DAY OF SCHOOL JUNE 10, 2014														
SEPTEMBER							SEMESTER 1: August 26 - January 23							MARCH							
S	M	T	W	T	F	S	LP1 (19 days) 8/26 - 9/20	S	M	T	W	T	F	S							
1	2	3	4	5	6	7	LP2 (20 days) 9/23-10/18							1							
8	9	10	11	12	13	14	LP3 (19 days) 10/21-11/15	2	3	4	5	6	7	8							
15	16	17	18	19	20	21	LP4 (20 days) 11/18 - 12/20	9	10	11	12	13	14	15							
22	23	24	25	26	27	28	LP5 (13 days) 1/6 - 1/23	16	17	18	19	20	21	22							
29	30					20								23	24	25	26	27	28	29	
														30	31					20	
OCTOBER							SEMESTER 2: January 24-June 10							APRIL							
S	M	T	W	T	F	S	LP6 (16 days) 1/24-2/28	S	M	T	W	T	F	S							
		1	2	3	4	5	LP7 (20 days) 3/3 - 3/28	6	7	8	9	10	11	12							
6	7	8	9	10	11	12	LP8 (20 days) 4/7-5/2	13	14	15	16	17	18	19							
13	14	15	16	17	18	19	LP9 (19 days) 5/5 - 5/23	20	143	22	23	24	25	26							
20	21	22	23	24	25	26	LP10 (11 days) 5/27 - 6/10	27	28	29	30										
27	28	29	30	31		23														18	
NOVEMBER							38 Independent Study days (21%)							MAY							
S	M	T	W	T	F	S								S	M	T	W	T	F	S	
					1	2													1	2	3
3	4	5	6	7	8	9								4	153	6	7	8	9	10	
10	11	12	13	14	15	16								11	12	13	14	15	16	17	
17	18	19	20	21	22	23								18	163	20	21	22	23	24	
24	25	26	27	28	29	30								25	26	27	28	29	30	31	
						14															21
DECEMBER							star testing on 153 day+/- 12							JUNE							
S	M	T	W	T	F	S								S	M	T	W	T	F	S	
1	2	3	4	5	6	7								1	2	3	4	5	6	7	
8	9	10	11	12	13	14								8	9	10	11	12	13	14	
15	16	17	18	19	20	21								15	16	17	18	19	20	21	
22	23	24	25	26	27	28								22	23	24	25	26	27	28	
29	30	31												29	30						
						15															7

APPENDIX E

SAMPLE BELL SCHEDULE

Squaw Valley Preparatory Sample Bell Schedule

Quarters 1 and 4					
Mondays		Tuesday - Thursday		Fridays	
All School Meeting	8:30-8:55	PE: SC Performance Training*	8:00-9:45	Staff Only	8:30-11:30
Period 1	9:00-10:00	Period 1	9:45-10:45	Advisory / Study Hall	12:30-3:00
am break	10:00-10:15	Period 2	10:50-11:50		
Period 2	10:15-11:15	Lunch	11:50-12:20		
Period 3	11:20-12:20	Period 3	12:25-1:25		
Lunch	12:20-1:00	Period 4	1:30-2:30		
Period 4	1:00-2:00	pm break	2:30-2:40		
Period 5	2:05-3:05	Period 5	2:40-3:40		
Quarters 2 and 3					
Mondays		Tuesday - Thursday		Fridays	
All School Meeting	8:30-8:55	Ski/Board Training	8:00-11:00	Staff Only	8:30-11:30
Period 1	9:00-10:00	PE: SC Performance Training*	8:30-10:00		
am break	10:00-10:15	Study Hall	10:00-11:00		
Period 2	10:15-11:15	Period 1	11:00-12:00		
Period 3	11:20-12:20	Lunch	12:00-12:30	Study Hall (optional)	11:00-2:00
Lunch	12:20-1:00	Period 2	12:30-1:30		
Period 4	1:00-2:00	Period 3	1:35-2:35		
Period 5	2:05-3:05	Period 4	2:40-3:40		
		Ski/Board Training	3:45-4:45		

APPENDIX F

SAMPLE MASTER AGREEMENT



SAMPLE: Master Agreement for Independent Study

Student Name:	Contract Term:	Semester 1
Student Number:	Year:	2013/14
Physical Address:	1st Phone Number:	
City/State/Zip:	2nd Phone Number:	
Grade Level:	Date of Birth:	
Beginning Date: 08/26/2013	End Date:	01/23/2014

IT IS UNDERSTOOD THAT:

Objectives: The student will complete the courses listed below. All course objectives will be consistent with the established district or charter school's governing board and are consistent with district or charter school standards as outlined in the district or charter school's subject/course descriptions. Assignment and Work Record Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "course value" (CV) refers to the number of weeks of work the student will attempt.

Schedule / Category	Course Value
[course name here]	18 weeks
[course name here]	18 weeks
[course name here]	18 weeks
[course name here]	18 weeks
[course name here]	18 weeks

Method of Study: Specific methods of study will be designated on the Student assignment and Work Record and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Whole Group Activities, Small Group or Team Activities, Independent Activities, Problem Solving, Projects, Experiential Learning, Library Research, Field Trips, Web/Internet Research, Print and Computerized Curriculum.

Specific Resources: The school will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. Assignments and specific resources will be designated on the Assignment and Work Record forms and are incorporated herein.

Method of Evaluation: Academic evaluations will be designated on the Assignment and Work Record and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Student Conferences, Work Samples, Portfolios, and Formal and Informal Observations.

Students are required to report to their teacher as scheduled: Manner of Reporting: One-on-One, Small Group. Time: an appointment to be arranged between 8:30 am and 2:45 pm, Monday - Thursday. Frequency: at least once each Learning Period. Duration: 18 weeks. Location: Learning Center.

Voluntary Statement: It is understood that Squaw Valley Preparatory is a school of choice, that independent study is a continuously voluntary educational alternative and that a classroom option is always available at the student's home district. Instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

Assignments: According to Squaw Valley Preparatory policies for grades K through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is 20 school days, unless an exception is made in accordance with the district or charter school policy. After 10% missed assignments, as per board policy, the student will be placed on non-privileged status and an evaluation will be conducted to determine whether independent study is an appropriate placement for this student.

Additional courses may be added to this agreement as needed if the agreement is re-signed and re-dated by the teacher and the student.

ACKNOWLEDGEMENT OF RESPONSIBILITIES:

Students Agreement/Responsibilities

- I voluntarily request participation in the Squaw Valley Preparatory independent study program and have read and understand the terms of this Master Agreement.
- I will complete all course work outlined in this Master Agreement, and as assigned to me in the Student Assignment and Work Records.

Parent/Legal Guardians Agreement

I have read and agree to the above Students Agreement/Responsibilities. I also understand that:

- Squaw Valley Preparatory is a school of choice and ongoing enrollment is conditional upon compliance with the terms of this Agreement.
- I am responsible for daily monitoring/verification of subjects studied, with scheduled monitoring by the Teacher, and that it is my responsibility to ensure that the student completes and submits completed work assignments by the date due.
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date, I will contact the Teacher prior to the due-date to make alternative arrangements.
- I understand that it is my responsibility to provide any needed transportation for my child's scheduled instruction, and that lack of transportation is not an acceptable reason for failing to comply with the terms of this Agreement.
- I have the right to appeal any decision about my child's placement in accordance with the schools policies and procedures.
- I understand that it is my responsibility to read and abide by the conditions for enrollment outlined in the Student/Parent Handbook.
- I understand that it is my responsibility to ensure that the student participates in District/COE and State mandated testing.
- I understand that I **must attend all learning conferences** and that if I cannot attend the regularly scheduled learning conference I must contact the teacher in advance of the missed conference to reschedule within a week of the originally scheduled conference.

Supervising Teachers Agreement

- I will assign a body of work to be completed during the duration of this Agreement.
- I will evaluate work and provide student with relevant feedback in a timely manner.
- I will notify the student and parent of the academic credit granted for work completed.

We, the undersigned, have read, understand and voluntarily agree to the terms and conditions of this Master Agreement for Independent Study. Our signatures below indicate that we voluntarily participate in the establishment of these Agreements/Responsibilities and understand and accept our responsibilities in relation to this document.

Student Signature

Date

Parent/Guardian Signature

Date

Master Teacher Signature

Date

Other Signature

Date

Other Signature

Date

APPENDIX G

SAMPLE LEARNING RECORDS



SAMPLE Student Assignment & Work Record

Student Name:

Learning Period: **1**

Student ID #:

Master Teacher:

Date Assignments Made:

Date Assignments Due:

08/26/2013

09/20/2013

The number of attendance days possible for this student's learning period is 19. In my professional judgment, the student has completed work that has a value of ____ days.

Master Teacher Signature

Date

[course name]	
[course name]	
[course name]	
[course name]	
[course name]	



SAMPLE: Learning Log

Student Name:
Student ID #:

Master Teacher:

Learning Period: 1
Dates: 08/26/2013 - 09/14/2013

Attendance Possible: 14
Attendance Claimed: _____

26 August 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____	27 August 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____	28 August 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____	29 August 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____	30 August 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____
2 September 2012 Labor Day Holiday Parent Initials: _____	3 September 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____	4 September 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____	5 September 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____	6 September 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____
9 September 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____	10 September 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____	11 September 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____	12 September 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____	13 September 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____
16 September 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____	17 September 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____	18 September 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____	19 September 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____	20 September 2012 <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE/Health Parent Initials: _____

Parent Signature _____

Date _____

Master Teacher Signature _____

Date _____

APPENDIX H

SAMPLE COURSE GUIDE BY GRADE

Sample Course Selection Guidelines:

Grade 7	Grade 8	Grade 9
<p>Humanities: Medieval/Renaissance Literature & Writing 7</p> <p>Math: Jr. High Math Pre-Algebra Algebra I P Geometry P Algebra II/Trigonometry P</p> <p>Science Life Science</p> <p>Technology: Technology, Research & Communications (required for all new students)</p> <p>Language: Spanish</p>	<p>Humanities English 8 United States History</p> <p>Math: Pre-Algebra Algebra I P Geometry P Algebra II P / Trigonometry P</p> <p>Science: Physical Science</p> <p>Technology: Technology, Research & Communications (required for all new students)</p> <p>Language: Spanish</p>	<p>Humanities English 9 P World Geography P (1 Semester)</p> <p>Math: Pre-Algebra Algebra I P Geometry P Algebra II P / Trigonometry P</p> <p>Science: Biology P</p> <p>Technology: Technology, Research & Communications (required for all new students) Virtual Creations/Programming</p> <p>Language: Spanish</p> <p>VPA: Drama (elective)</p>
Grade 10	Grade 11	Grade 12
<p>Humanities: Modern World Civilization P English 10 P</p> <p>Math: Pre-Algebra Algebra I P Geometry P Algebra II P / Trigonometry P</p> <p>Science: Environmental Science P</p> <p>Technology: Technology, Research & Communications (required for all new students) Virtual Creations/Programming</p> <p>Language: Spanish</p> <p>Health: Health 10</p>	<p>Humanities: US History P American Literature P</p> <p>Math: Algebra II P Trigonometry P</p> <p>Science: Physics / Physics Honors P</p> <p>Technology: Technology, Research & Communications (required for all new students) Virtual Creations/Programming</p> <p>Language: Spanish</p> <p>Electives: select from electives to satisfy graduation requirements an college admission requirements</p> <p>Internship (recommended)</p>	<p>Humanities: US Government P / Economics P (1 semester) Sr. Writing Seminar P / The Novel P (1 semester)</p> <p>Math: Algebra II P Trigonometry P Calculus AP</p> <p>Science: Chemistry P or Zoology & Botany P</p> <p>Technology: Technology, Research & Communications (required for all new students) Virtual Creations/Programming</p> <p>Language: Spanish</p> <p>Electives: select from electives to satisfy graduation requirements an college admission requirements</p> <p>Internship (recommended)</p>

APPENDIX I

MULTI-YEAR FINANCIAL PLAN, CASH FLOW PROJECTION AND BUDGET NARRATIVE

APPENDIX J

PLAN FOR DEVELOPMENT OF FACULTY AND STAFF

The founding members of the Squaw Valley Preparatory believe that schools are only as strong and effective as their teaching faculty. One of the goals at SVP is to establish a culture of continuous learning not only for the students, but for the staff as well. Teachers will collaborate to create curriculum and assessments and will be guided by professional development plans created jointly with administrators. In order to achieve this goal, teachers will be granted autonomy, while being supported and coached by administrators whose primary focus is student achievement. Shared decision-making and consensus building will be essential parts of the SVP culture.

Squaw Valley Preparatory will implement professional development before each school year begins. During this time teachers will work together to create and research curriculum and define focus areas for the school year based upon the past year's student achievement data. In addition, teachers will have opportunities to attend workshops that are aligned with the school's goals and their professional development growth goals.

The school schedule and budget will support teacher learning by providing:

- Bi-monthly staff meetings designed to discuss the latest research-based educational strategies and enable a professional learning community between all staff;
- Professional development determined and led by staff; and
- A professional resource library and membership to a variety of professional organizations.

Program Highlights

Professional Development Plan: Every staff member will create and maintain a Professional Development Plan (PDP) containing their professional goals for continuous improvement, and all relevant documents delineating past and current trainings that support their goals. The Executive Director, administrators and teacher or staff member will have an initial meeting during which mutual goals will be reviewed and a professional growth program developed. The employee will maintain the PDP and will include samples of classroom or school work, observation records, personal reflections, and any other material deemed appropriate as evidence of continuous improvement. The Executive Director and administrators will create, maintain, and share his or her own PDP with the staff as they model continued learning to the staff, students and the Squaw Valley Preparatory community

Professional Development Plan Reviews: For all teachers and staff members, there will be a formal opportunity to begin to design their own PDPs during the summer Professional Development Academy. The employee will delineate their professional goals for continuous improvement. There will be a formal PDP review three months after the start of the school year. The purpose of the three-month PDP review shall

be to review the staff member's self-assessment, the job description, areas of responsibility, and progress toward goals and outcomes, noting particularly good work, areas for improvement and skill development, and areas in need of improvement. A clear plan for improvement will be created at that time. In addition, at the three-month PDP review, the employee will provide feedback to the administration team specific to the administrative team's job performance and the administrative team will share with the employee his or her own self-assessment and PDP. Any written feedback or self-assessment materials may be placed into each of the administrative team member personnel file's. After seven months from the start of the school year, a second PDP review will be held to determine progress made specific to the three-month PDP review goals. Results of these reviews will be put in writing and placed within the employee's own PDP and the school's personnel file.

Teacher Observations: The Executive Director, using both formal and informal observations, will observe all faculty on an ongoing basis. Informal observations can occur during any instructional time. Formal observations will include a pre-observation conference as well as a post-observation conference. The pre-observation conference may be conducted in person or through written communication. Post-observation conferences will be in person and will occur within three (3) school days after the observation. During the school year, each teacher will have at least one (1) formal observation. Results of formal and informal observations, consisting of the teacher's and the Executive Director's observations and recommendations, will be put in writing and included within the teacher's own Professional Development Plan and the school's personnel file.

How Does Professional Development Enhance our Mission?

Meeting the Needs of the Whole Child: Each teacher will be provided the time and resources to adapt and develop their instruction to meet the needs of their diverse student population. Teachers will collaborate together to build and learn strategies that allow them to address the intellectual, social, and physical dimensions of their students. They will learn and foster classroom management skills that promote the view of students as collaborators in building and designing learning and assessments and a classroom climate that's built on consensus.

Teachers as Learners: The teachers at Squaw Valley Preparatory are expected to continue to be learners. Each teacher will:

- Design and submit a personal Professional Development Plan, which will be reviewed by the administrative team two times per year;
- Attend bi-monthly staff meetings to collaborate on teaching practice, student behavior expectations, and other site-related issues; and
- Attend professional development staff work days.

APPENDIX K

SQUAW EDUCATION FOUNDATION PLEDGE

From: Camille Taylor <ctaylor@creeksidecooperative.org>
Subject: Squaw Education Foundation / Creekside Charter Management
Date: February 8, 2013 8:54:19 AM PST
To: Camille Taylor <ctaylor@creeksidecooperative.org>

From: Bill Nguyen <bill@color.com>
Date: February 6, 2013 5:48:52 AM PST
To: Camille Taylor <ctaylor@creeksidecooperative.org>
Cc: Vince Sosnkowski <soz@atplav.com>, Lynda Walsh <lynda.walsh@sbcglobal.net>

Squaw Education Foundation, a California non-profit corporation applying for 501(c)(3) status with the IRS, has been established for the specific purpose of providing support to the Creekside Charter School and proposed Squaw Charter School programs, operating under Creekside Charter Management, also a California non-profit corporation applying for 501(c)(3) status with the IRS. It is the intent of the Squaw Education Foundation founding board that the Foundation adopt and implement a fundraising strategy which realizes long-term sustainability for the Foundation, its beneficiary schools and the communities they serve. To this end, as a founding Board member and President of Squaw Education Foundation, Bill Nguyen, on behalf of the Nguyen family, pledges to donate \$250,000 to the Squaw Education Foundation immediately upon district authorization of Squaw Charter School, followed by \$750,000 in additional donations over the next four years, to be used to support Creekside Charter School and Squaw Charter School in their respective facilities projects, start-up expenses and providing interest-free loans to cover cash-flow challenges experienced as a result of state deferrals of revenue and grant apportionments for both schools.

On Feb 5, 2013, at 8:20 AM, Bill Nguyen wrote:

Am getting the funds transfer in place with accountants/bank today so that when the charter is authorized, we'll be ready to go!

APPENDIX L

FACILITIES PLAN

The Founding Group has researched feasible short and long term facilities options in the Olympic Valley to house the Squaw Valley Preparatory program. We are taking a two-phase approach which will allow for immediate, temporary facilities while long-term facilities are being established. While the plans represented herein are a demonstration of the intent and current research conducted by the Founding Group, they are not intended to limit SVP, CCM or SEF in the research and establishment of adequate long-term facilities.

ZONING: Members of the Founding Group met with Allen Breuch of the Placer County Commission to determine allowable zoning uses within the Olympic Valley. Mr. Breuch pointed us to the 1983 Squaw Valley Community Plan, which states on pages 88-90 that parcels which are zoned for commercial use include elementary/secondary use under a multi-use permit. Mr. Breuch pointed out that issues surrounding available water may be a challenge should SVP entertain the possibility of building a facility.

STRATEGY: The SVP location during its first years of operation may strongly impact enrollment. Housing the school in a facility which is immediately accessible to the Squaw ski facilities cause it to be extremely visible to members of the ski team, one of the SVP's various enrollment target sub groups as well as a target group for the Squaw Education Foundation fundraising. The Phase One Planning strategy, therefore, focuses heavily upon facilities options within the immediate vicinity of the ski operations. Phase Two Planning considers facilities which are closer to Highway 89 at the entrance to the valley, with the rationale that this area has more available developable land, has an existing school facility which may meet our purposes, is more centrally located to the various communities to be served by the school and would have less of a traffic impact to the upper valley areas.

PHASE ONE FACILITIES PLANNING: Members of the Founding Group have been in discussions with the major land owners/managers of the Olympic Valley, including multiple discussions with Andy Wirth, CEO of Squaw USA, and several members of the Poulsen Family, who collectively own significant land in the valley. Additionally, discussions have taken place with Todd Kelly, manager of the Squaw Valley Ski Team, and Pete Bansen, Fire Chief of the Squaw Valley Fire Department. As a result of these discussions, the following phase-one facilities possibilities have come to light. The featured locations offer a variety of sizes and amenities. Once an accurate pupil number for first year enrollment is established (late April), and the skeletal program is more clearly defined, the appropriate site will be selected and permitting process will be initiated (including all appropriate tenant improvements to bring the facility into compliance in order to obtain a certificate of occupancy):

PHASE ONE FACILITIES PLANNING (continued)

<p>Olympic Village Lodge 1901 Chamonix Place Olympic Valley, CA</p>	<ul style="list-style-type: none"> ● Currently managed under the umbrella of Squaw USA ● Available for short-term use (1-2 years) ● Adequate Parking ● No Zoning Restrictions for educational purposes ● Facilities would be provided rent-free or reduced-rent basis based upon commitment to partner Squaw Valley Preparatory with the Squaw Ski Team
<p>Opera House 1725 Squaw Loop Rd. Olympic Valley, CA</p>	<ul style="list-style-type: none"> ● Currently managed under the umbrella of Squaw USA ● Partially used by the Squaw Valley Ski Team ● Available for short-term use (1-2 years) ● Adequate Parking ● No Zoning Restrictions for educational purposes ● Facilities would be provided rent-free or reduced-rent basis based upon commitment to partner Squaw Valley Preparatory with the Squaw Ski Team
<p>Commercial Space in Squaw Valley Village</p>	<ul style="list-style-type: none"> ● Currently managed under the umbrella of Squaw USA ● Available for short-term use (1-2 years) ● Adequate Parking ● No Zoning Restrictions for educational purposes ● Facilities would be provided at a rent free or reduced-rent basis upon commitment to partner Squaw Valley Preparatory with the Squaw Ski Team

PHASE TWO FACILITIES PLANNING: It is the intent of the Founding Group that the long term facilities will be purchased and developed by the Squaw Education Foundation and then leased to Squaw Valley Preparatory. The choice for Phase Two facilities rests with two primary factors: the initial success of SVP as evidence by increasing enrollment and high academic achievement; and the initial success of Squaw Education Foundation in establishing a self-sustaining fundraising strategy. SEF fundraising has received a kick-start with a \$1 million pledge from the Nguyen Family, and has already been contacted by additional potential donors who strongly support public education and specifically the Squaw Valley Preparatory proposal.

Based upon these two primary factors, the following facilities possibilities are being discussed with land owners.

<p>235 Squaw Valley Road Olympic Valley, CA (currently Squaw Valley Academy)</p>	<ul style="list-style-type: none"> ● Owner is rumored to be interested in closing/selling facilities ● 4+ buildings on 2+ acres ● Adequate Parking ● No Zoning Restrictions for educational purposes ● Centrally located within communities served ● Currently purposed as an educational facility
--	--

<p>North West corner of Squaw Valley Road and Creeks End Court Olympic Valley, CA</p>	<ul style="list-style-type: none"> ● Terms of Poulsen Trust mandate sale of the property within the next five years ● Some of the Poulsen Trust beneficiaries interested in partnering for purposes philanthropic and community benefit development of the land ● 4+ acres ● high density residential zoning ● Centrally located within communities served
<p>325 Squaw Valley Road Olympic Valley, CA</p>	<ul style="list-style-type: none"> ● Terms of Poulsen Trust mandate sale of the property within the next five years ● Some of the Poulsen Trust beneficiaries interested in partnering for purposes philanthropic and community benefit development of the land ● 24+ acres (16+ developable acres) ● high density zoning (commercial and/or residential) ● Centrally located within communities served
<p>Olympic Village Lodge 1901 Chamonix Place Olympic Village, CA</p>	<ul style="list-style-type: none"> ● Privately owned and available for purchase ● Adequate Parking ● No Zoning Restrictions for educational purposes ● Close proximity to skiing

It is the intent of the Founding Group, CCM Board and SEF Board that the Phase Two facilities reflect a mindfulness and respect for the Valley’s environment, community, resources and natural features, modeling the ethics of stewardship imbedded into the academic vision for SVP.

FACILITIES PLAN SUPPORT: This facilities plan is supported by the following individuals and organizations:

- Bill Nguyen, Squaw Valley Education Foundation President
- Vince Sosnkowski, Squaw Education Foundation Treasurer
- Mark Gogolewski, Squaw Education Foundation Secretary
- Camille Taylor, Creekside Charter Management President
- Lynda Walsh, Creekside Charter Management Treasurer
- Anne Butterfield, Creekside Charter Management Secretary
- Kirsten Poulsen, private Olympic Valley land owner
- Wayne Poulsen, private Olympic Valley land owner
- Eric Poulsen, private Olympic Valley land owner
- Andy Wirth, CEO of Squaw USA
- Todd Kelly, Director of Squaw Valley Ski Team

APPENDIX M

DIVERSE POPULATION STRATEGY

Squaw Valley Preparatory anticipates the majority of its student population will reside in the greater Tahoe-Truckee area. The data below represents demographics reported for both the Tahoe Truckee Unified School District* and for Creekside Charter School**:

CATEGORY	TTUSD	CREEKSIDE
Total Enrollment	3,771	97
American Indian/Native Alaska	n/a	0.51%
Black/African American	n/a	0.17%
Asian	0.54%	1.3%
Hispanic or Latino	36.6%	1.06%
Pacific Islander	0.03%	0.34%
White	59.4%	82.26%
Multi-Racial	2.03%	4.56%
Socioeconomically Disadvantaged***	40.6%	n/a
English Learners	23.0%	1.3%
Students with Disabilities (IEP/504)	n/a	7.2%

* TTUSD data compiled from the district's 2011/12 published SARC data.

** CCS data compiled is for the 2012/13 school year, with the exception of the category Socioeconomically Disadvantaged, which is from 2011/12

*** Creekside Charter School was informed this year that NESD could not calculate its free/reduced lunch student data because the school does not offer a lunch program. The data for this category comes from the district's 2011/12 calculations.

Due to the unique and diverse population that resides in our region, the community expressed that diversity expands beyond the definition of ethnicity. When we refer to diverse populations, included are the working families that struggle economically or have developmental challenges regardless of ethnicity. We aspire to have all of our materials be culturally proficient and appropriate.

Understanding the needs of our community, CCM will conduct the following three outreach strategies on an ongoing basis to ensure information regarding its schools are reaching the region's diverse population each year.

\

Strategy One: Connecting with Parents

- Sending a representative to participate in the local PTO and English Learning Advisor Council meetings to inform, and involve parents on our core value of having a diverse student population.
- Provide outreach materials in English and Spanish, and distribute at gathering spaces such as, Placer County Health and Human Services Office, family strengthening organizations such as the North Tahoe Family Resource Center, local public libraries and other social services agencies. Materials will be provided to the Kings Beach Housing NOW, housing for our low income families.

Strategy Two: Connecting with Students

- Sending a representative to participate and engage in after-school programs such as the Boys and Girls Club of North Tahoe, and other outdoor education organizations.
- Establish social media outlets with postings in both English and Spanish to engage students with our program.

Strategy Three: Connecting with the Community-at-Large

- Conduct presentations at service organizations such as, the Rotary, Soroptimist, Elks, and Lion clubs.
- Provide messaging to local media outlets both in English and Spanish.

Current Challenge Areas and Sustainability:

In addition to the three strategies above, the SVP Founding Group acknowledges that there are 3 consistently challenging areas for schools in recruiting and sustaining a diverse student population in alternative schools: (i) access, (ii) affordability and (iii) transportation. We have initiated strategies on how to address these challenges, initially in student and staff recruitment, and sustainably so that we can retain a diverse student culture and population.

- **Access** - Accessibility is evidenced in many forms. SVP's strategy for equitable access begins with the location chosen for the school's facilities: Olympic Valley. This location is central to the communities we intend to serve, from Kings Beach to Truckee, to the West Shore. It has a regularly scheduled TART stop heading both toward Truckee and also toward the Lake communities. Equitable access is also apparent in the recruitment strategies, including where recruitment takes place, in what languages and during what times of day. The three strategies above address these specific elements of accessibility thoroughly. Finally, access is apparent in the school's enrollment structures. Following the guidelines set forth in EdCode, SVP's enrollment process will be equitable by holding public random drawings for any grade level where demand exceeds enrollment capacity for that year. While SVP's enrollment projections are conservative, they do not cap enrollment. The CCM Board will annually research

and establish enrollment projections for the upcoming year in order to ensure opportunity within fiscal responsibility and facilities capacity and student safety.

- **Affordability** - As a public school, SVP will not charge tuition and will be compliant with local, state and federal laws regarding any school-sponsored event or activity to ensure that all students have the opportunity to participate. In this regard, the partnership established with the Squaw Education Foundation will be significant. As with the CCS model of partnership with Creekside PTO, Inc., SVP will partner with SEF to build and maintain a sustainable fundraising strategy which will support both academic and enrichment activities for SVP and CCS students. Family, friends, local and global businesses will be offered the opportunity to make pledges of support to SEF, and will use funds to support SVP and CCS students in a manner that is equitable and ensures that no child is excluded from any school activity.
- **Transportation** - As a non-classroom based program, SVP will not directly provide transportation to its students. However, there are community and private organizations with whom SVP can coordinate to ensure that students have alternatives in how they get to school, which are also community and environmentally conscious. The proposed SVP facilities are located at 1901 Chamonix Place, Olympic Valley. This location is served by the local Tahoe Area Regional Transport District (TART), which has a stop at the corner of Squaw Valley Road and Chamonix Place, approximately 50 yards from the building. TART serves the Kings Beach, Truckee and West Shore areas. In establishing school calendar and schedules, administrators will consider TART schedules for highest student travel efficiency and safety. Additionally, CCS has partnered in the past with the TTUSD Transportation Department to provide transportation of Creekside students to and from school. In prior years this partnership came with significant scheduling challenges and was ultimately discontinued, TTUSD remains open to discussion on how the transportation department can serve more students in the community. Finally, there may be a future partnership with the Squaw Education Foundation for transportation support options.

It is the belief and intent of the SVP Founding Group that Squaw Valley Preparatory will epitomize the mission of public schools in providing education choice and opportunity to all students who are eligible to enroll according to their primary residence location. To measure outcomes and continue to build on this plan, CCM will establish a Student Population Committee made up of students, parents, faculty and board members from each school to conduct an analysis of student demographic data between CCM schools and TTUSD schools, identifying areas of success and areas where additional strategies are needed. The committee will also invite community partners to participate in such strategizing. Annual reports will be generated and submitted to the CCM and NESD Boards with the committee's findings and recommendations for subsequent school years.