



**Tilden Preparatory School
Three-Year Term
Progress Report 2011**

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Accrediting Commission for Schools
Western Association of Schools and Colleges

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Section I: Introduction and Student/Community Profile Data

Preface

“When you believe in people, when you provide them with the resources and opportunities to succeed, you can have a tremendous impact on their life. It’s simple really, and I have seen it proven time and time again.”

--Marshall Lott, College Track

Tilden Preparatory School is a primarily individualized program where classes are taught either one-on-one or in small groups. Students either enroll as full-time students or as dual enrollment students. Full-time students do all their coursework at Tilden, while dual enrollment students take individual courses at Tilden while remaining enrolled at their school of record. Tilden is geared toward helping students achieve success in school. We have a “no failure” grading policy, which is accomplished using a mastery learning model and tutorial-style instruction.

At Tilden, there is an ongoing feedback system in place at all times. Because we are a small school, teachers, students, parents, and the Co-Directors work closely together to ensure that students are succeeding in meeting the ESLRs outlined later in this section. There are several mechanisms in place to accomplish this. The Co-Directors begin the process by meeting with the parents and learning about any factors that should be taken into consideration when working with their student. Factors such as learning differences, educational and family background, emotional issues, and specific incidents that have impacted the student are all taken into consideration. The student is then matched with a teacher (or teachers), and each teacher is provided with information about the student’s particular needs.

Following this, teachers provide progress reports about the student’s course after every session on our online progress reporting system that is accessible to parents and students. Information about the pace of the course, assigned homework, completed homework, grades, the student’s ability to work independently, any difficulties in learning the material, and the student’s level of motivation are all reported. Parents are encouraged to read the progress reports and communicate with the teachers and Co-Directors to ensure that the student is learning the material effectively, gaining confidence as a learner, and understanding how to work with his/her specific learning style. Teachers are encouraged to consult with the Co-Directors, and with other teachers, to ensure that each student makes steady progress in the areas outlined. There is a private information section in each student’s calendar, available only to teachers and the Co-Directors, which facilitates information-sharing about each student. Students are encouraged to communicate with their parents, teachers, and the Co-Directors if they are having any problems in their course(s). Ultimately, students are expected to reach 80% mastery of the course material. Any roadblocks to this goal are

addressed by all parties, including meetings with students, parents, and teachers. This feedback system takes place on a daily basis, and consumes much of the Co-Directors' time.

To further assess whether Tilden is successful in meeting the ESLRs outlined, the following written feedback is also elicited:

- To ensure that 80% mastery is attained, students must pass closed-book tests, or show written work that is determined to meet the standards of the U.C. approved course they are taking. For example, students write essays for History and English, and take tests for History, Math, Science and Language courses.
- To ensure that we are successful in increasing each student's confidence as a learner, Student Questionnaires are given prior to and after each course (for full-time students, the questionnaire is given prior to starting at Tilden, and at the end of the school year, but not for each course).
- Additional feedback is elicited from parents in Parent Surveys regarding their student's experience at Tilden and suggestions for improvement, and parents provide additional feedback personally to the Co-Directors.
- Teacher Surveys are provided to assess whether teachers are satisfied with their work at Tilden, whether they get enough assistance to work with their students effectively. Suggestions for improvement at Tilden are requested as part of the survey.

For the purposes of this Three-Year Term Progress Report, in addition to reviewing our 2008 WASC Self Study, the results from the feedback mechanisms mentioned above were compiled and analyzed. Feedback from the Parent Surveys, Teacher Surveys, Student Questionnaires, as well as discussions with teachers and Department Heads provide essential feedback that informs our yearly action plans. Meetings with administrative staff, teachers and department heads throughout the year add to our action plans, and ongoing feedback from all stakeholders provide further input to assess and revise our action plans throughout each year.

Tilden also has an Advisory Board, which meets formally on a quarterly basis to discuss the direction of the program. All aspects of the program and results presented in this report have been discussed at length with all Board members.

The Advisory Board includes the following members:

- **Lucia Blakeslee**

Lucia Blakeslee is a graduate of Stanford University (B.A. 1970), U.C. Berkeley School of Education (Secondary Credential 1972), and University of California Boalt School of Law (J.D. 1983). After working as an attorney for several years, she began teaching in 1994 and has taught elementary and middle school, as well as acted as principal and director of the Independent Learning School.

- **Mark Lillge**

Mark Lillge is a business owner who received his B.A. in History at the University of Wisconsin in 1990. From 1990-1992, he was a Marketing Consultant for Creative Marketing of America. Mark then branched out in 1992 to develop his own company, Creative Marketing Concepts, which is a promotional products company in San Francisco.

- **Jan Nussbaum**

Jan Nussbaum was a practicing attorney for 16 years, 14 of which as in-house counsel for a number of Fortune 500 companies. Jan provides business advice to Tilden, and has been on its board from 2006 to the present. She also taught part-time at the school from 2009-2010, and her daughter, Jamie, attended French classes at the school for two years. Currently, Jan is the Assistant Director for Professional Development at Golden Gate University School of Law. Jan does not provide legal counsel to the school. Separate legal counsel is consulted when necessary.

- **Joseph Saah**

Joseph Saah is a Marriage and Family Therapist with degrees from Harvard College and John F. Kennedy University. He is founder and clinical director of The Men's Center for Counseling and Psychotherapy since 1984. Joseph is the proud parent of a Tilden Prep graduate, and has a particular interest in the social/emotional lives of Tilden's students.

Introduction

Tilden Foundation and History

Tilden Preparatory School is a small, comprehensive high school located in Albany, a mixed residential and commercial area of the San Francisco East Bay. Tilden, originally named School for Independent Learners East Bay, uses the same format of one-to-one teaching and mastery learning that was first developed at School for Independent Learners (SIL) in Los Altos, CA.

Tilden changed its name from SIL in January 2009, following our final notice of accreditation, for a number of reasons. The name "School for Independent Learners" was misunderstood as a school that had students working primarily independently, rather than regularly with teachers. Most independent programs have roughly one hour of teaching time per 10 hours of homework, whereas Tilden is very hands-on, with one hour of teacher time per one hour of homework. Further, we were getting feedback from college counselors and students that they didn't like the name. We decided to include the community on the name-choosing process, and received input from parents,

students, staff, and Advisory Board members, who voted on Tilden Preparatory School as the best name.

SIL Los Altos, founded by Herman Ohme, Ed.D. and Jean Ohme, M.A., began as a tutoring center in the 1980's and soon expanded to offer individualized instruction for high school credit. Students seeking credit generally remained enrolled in their regular high schools, but as families recognized the value of individualized instruction, the demand grew enough to support a full-time high school, which opened in 2001. Located at 909 San Antonio Road in Los Altos Hills on the San Francisco Peninsula, SIL Los Altos received WASC accreditation in September 2005.

SIL East Bay opened in September 2006 as a branch of SIL Los Altos, advocating the same philosophy, curriculum, and teaching methodologies as its parent institution. SIL East Bay received approval from WASC (in a meeting with David Brown prior to opening the school) to be sponsored by SIL Los Altos in providing WASC-accredited transcripts. SIL East Bay's first location was at 3731 Grand Avenue in Oakland, California. However, due to increased enrollment and the need for a laboratory space, a larger physical space, and better proximity to public transportation, SIL East Bay moved to its current location at 1231 Solano Avenue in Albany, California in September 2007. As noted, SIL East Bay changed its name to Tilden Preparatory School in January 2009. Tilden's Co-Directors are both psychologists who have backgrounds in working with students with learning differences and emotional challenges that affect learning.

Families come to Tilden seeking a small, nurturing environment where students receive the attention they need to succeed in their academic goals and in the world. For various reasons, many Tilden students have experienced repeated academic failure, high absenteeism, and/or emotional issues that affect the learning process. Some students have acquired skills at or above grade level, while others enter with lower academic skills. The mastery learning approach and one-to-one teaching allows teachers to match the student's pace and address his/her particular learning style to maximize success in learning the course material. Tilden provides classes whenever students are available, accommodating students with a wide range of schedules. Further, students may matriculate at any time, depending on when they have achieved mastery of the course material.

Location

Tilden is located on Solano Avenue, a primarily commercial street that hosts over 400 businesses, including 65 restaurants, a movie theatre, three parks, and two elementary schools. Since 1974, the Solano Avenue Stroll has taken place in September as a community celebration and is known as the East Bay's largest street festival. Albany itself is located in the northwestern portion of Alameda County, bordered by Richmond, Berkeley, and El Cerrito. The Oakland-San Francisco Bay Bridge lies a few miles south of Albany.

Albany and the East Bay are composed of a mixture of affluent, middle, and lower income residents with diverse cultural and ethnic backgrounds. The number of Albany residents holding college degrees is second only to Piedmont, with 64% of the residents holding bachelor's degrees or higher. The city of Albany has and continues to sustain a strong sense of community that embraces cultural and other forms of diversity, and strongly supports education and measures to benefit the educational community and improve school facilities.

Students enrolled in Tilden also come from neighboring cities in Alameda County, including Berkeley, Oakland, El Cerrito, Pinole, and Alameda, as well as from cities in Contra Costa County, Marin County, and San Francisco County. Students leave their neighborhood or private high schools and choose Tilden as an alternative, or stay enrolled at their local high school and take some classes at Tilden. Students can enroll at any time during the year, and the school traditionally starts with fewer students in September, then increases enrollment as the year progresses. Total student count since September 2008 was as follows:

- **September 2008-June 2009:** We started at 20 full-time and 50 part-time students, and then increased to 60 full-time and 105 part-time students by June 2009.
- **September 2009-June 2010:** We started with 35 full-time and 60 part-time students, and increased to 70 full-time and 140 part-time students by June 2010.
- **September 2010-June 2011:** Due to the fact that we had so many graduates in June 2010, we started with fewer full-time students in September 2010—25 full-time and 65 part-time students, but then increased to 74 full-time and 140 part-time students by June 2011. During the summer of 2011, we had approximately 200 students take classes.
- **September 2011-Present:** We opened with 40 full-time and 65 part-time students. As of December 2011, we have 63 full-time students and 103 part-time students.

This represents significant growth in enrollment since Tilden first opened its doors in September 2006. Summer school has steadily risen each year to the point where this year we were at maximum capacity. Due to the fact that we have had so much growth both during our school year and summer programs, and numerous requests from parents and professionals in the East Contra Costa area, we recently opened a second location in Walnut Creek at 1475 North Broadway, across from the Walnut Creek Main Library, and submitted a Substantive Change Form to WASC with this information.

In response to the rapidly increasing enrollment, in January 2008 Tilden took over one additional suite adjacent to Tilden's two other suites. The new suite had the advantage of a secretarial area, more space for cubicles, a full laboratory space, and two enclosed offices for large group classes and meetings. In December 2009, Tilden further expanded to take over the downstairs suite formerly occupied by an art gallery, which gave space for study halls, a student lounge, and an art studio.

Tilden Mission Statement

Tilden's mission statement summarizes our schoolwide student goals, informs all decisions made at the school, and helps dictate our schoolwide action plans. Our mission statement is as follows:

At Tilden Preparatory School, we believe that all students have an inherent right to a quality education, delivered with the highest respect for all concerned. The school emphasizes individual achievement and promises a learning environment in which students master learning in all subject areas. Further, the school uses a "no failure" grading policy to foster ongoing success and academic self-worth.

Overview of the School

Our student body encompasses a diverse range of academic, social, ethnic, and cultural backgrounds, and students attend Tilden for equally diverse purposes. Some of the reasons that students choose Tilden are as follows:

- To individualize their course and go at their own pace (either faster or slower, depending on individual preference)
- To receive more teacher input in a more intimate learning environment
- To schedule around significant commitments such as athletics or artistic endeavors
- To work with teachers who can adapt coursework to accommodate the student's optimal learning style
- To become more engaged in their learning
- To take AP courses in a one-to-one or small group setting
- To take a course not offered at their school
- To transition from Home School to a larger school community
- To repeat a course or finish an incomplete
- To gradually re-assimilate after an absence from school
- To attend a school where accommodations are made for social/emotional difficulties

Mastery Learning System

Students at Tilden are required to demonstrate mastery of U.C. approved course material by scoring an 80% or better on our standard chapter tests and final exams, written papers, and/or science lab reports and projects. If a student does not pass an exam the first time, he/she must retake a different version of the exam, without any penalty on the final grade. For example, if a student scores a 95% on a second test, which is a different version from the first test, he/she has earned a 95% on that test. Essays and lab reports that show below-standard quality are rewritten and reworked until they demonstrate the same level of mastery (at least 80%). Ultimately, students master the coursework and experience the satisfaction of truly learning the material fully, gain knowledge about how they learn best, and gain confidence in their ability to

succeed in areas where they had previously struggled. Moreover, they develop a solid foundation for moving forward in the coursework and earn a grade of which they can be proud.

Curriculum Guides

Tilden's curriculum guides consist of working documents that lead the teacher and student through each course. Teachers and students work through the required tasks set forth in the curriculum guides, and students are given one hour of homework per hour of class time. Each day, the teacher notes in an online progress report what was covered that day, what homework was assigned, and when appropriate, information about the student's progress and learning style.

Tilden's curricula are aligned to meet the requirements mandated by the state of California. Specific ESLRs have been incorporated into the curricula so that teachers and students understand how the material fits into the larger framework of Tilden's purpose. Curricula, including the curriculum guides, tests, answer keys, worksheets, and additional teaching materials, are now available online for teachers to access.

The curriculum guide is a living document that is subject to review and change. For example, many English teachers have found that students become more invested in the curriculum when they can choose their own novels to read rather than working from the textbook to cover various standards. In addition, resources such as guides for writing essays, grammar lessons from outside sources, worksheets, and other materials are used to supplement the curriculum guides. Department meetings sometimes lead to revisions of the curriculum guides and/or development of new guides. For example, in the biology curriculum, some labs that weren't found to be illustrative of scientific concepts were removed and replaced with new labs created by our biology teachers.

Modified Curriculum

In the past, teachers who have been asked to teach a modified curriculum have felt somewhat confused regarding what needed to be taught. This problem has been addressed by the Tilden Modified Curriculum Plan form, which describes the process required to enact a modified curriculum and ensures that parents, teachers, students, and administration are all in agreement about the plan. Because our program already modified the means of instruction with one-to-one classes and mastery learning, plus addressing specific learning needs in a variety of ways, we have very few students who need a modified curriculum.

Student Guidance—College and Careers

Tilden assists students in several ways in the college admissions process, and is able to keep students and parents up to date with this information through the online calendar announcements. Here are a few of the ways Tilden guides students in applying to colleges:

- Assures accuracy of high school transcripts
- Alerts students to college entrance exam dates and scholarship offerings
- Offers courses in SAT I, SAT II, and PSAT preparation
- Administers the PSAT to 10th and 11th graders
- Administers extended time SAT/ACT examinations to approved students
- Administers proctored SAT practice tests
- Informs students and parents of college representative visits and local college fairs
- Provides letters of recommendation
- Submits transcripts, School Reports, and Mid-Year Reports
- Provides comments on students' personal statements
- Provides students and families with the student's online course summary, which shows the courses a student must complete by the end of fall and spring semesters in order to remain eligible for college admission.
- Provides college counselor services on an as-needed basis, and also provides outside referrals to college counselors

Tilden also provides access to and encourages all students to utilize books and resources providing information in the following areas:

- Colleges and universities
- College selection guidelines
- College application guidelines
- College essay writing
- Standardized test prep (SAT I, SAT II, ACT, AP Exams)
- Financial aid and scholarship opportunities
- Community service opportunities
- Job listings

How Parents and Students Hear About Tilden

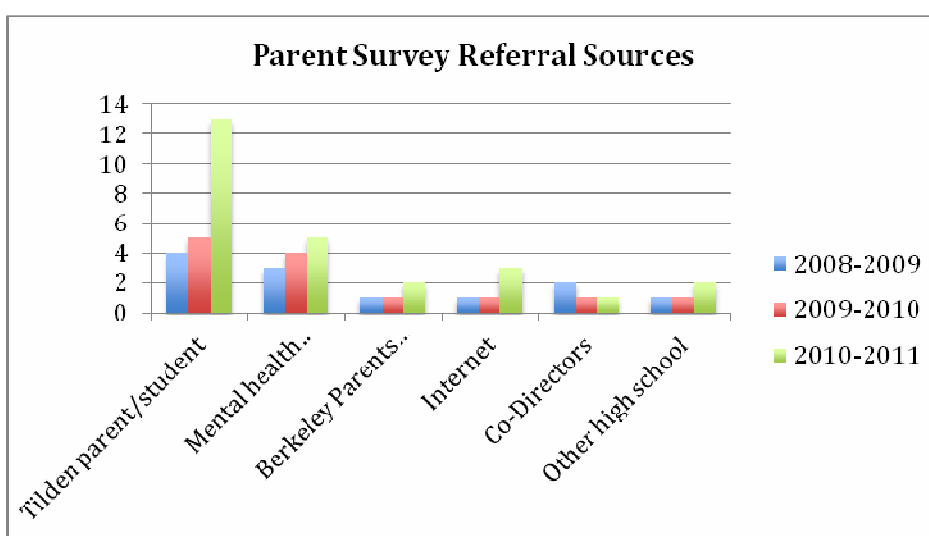
Most of Tilden's students hear about the school from current or former students, indicating that students and parents are pleased with the education they receive at Tilden. Tilden's second major referral source is mental health professionals, including psychologists, educational consultants, and learning specialists. This professional connection and reliance on Tilden suggests a high degree of trust and confidence in the academic services that Tilden provides. Lastly, there is a mechanism in the East Bay Area for parents to communicate about programs through an online community forum called "Berkeley Parent's Network." Many parents have told us that they heard about us through this network and all posts have been positive. The fact that Tilden has drawn its students from 12 different schools suggests that information about the unique program Tilden provides has reached a large audience.

The Co-Directors have numerous opportunities on a regular basis to communicate with educational professionals at schools and in the community at large about Tilden’s program. This occurs because such professionals hear about Tilden and make contact to request additional information. Educators and mental health professionals are welcome to visit the program at any time, and do so on a regular basis. As a result, counselors and educational consultants are well informed as to which students could benefit from the courses and teaching at Tilden.

The following table and graph displays the referral sources noted in the parent surveys from the past three academic years. Referrals from Tilden parents and students, as well as from mental health professionals, have steadily climbed.

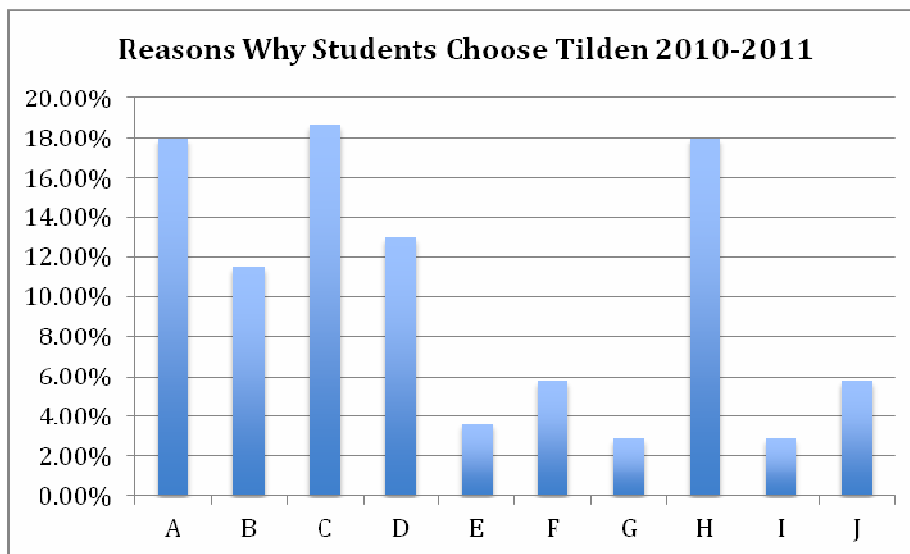
Parent Survey Referral Sources

	2008-2009	2009-2010	2010-2011
Tilden parent/student	4	5	13
Mental health professional (psychologist, learning specialist)	3	4	5
Berkeley Parents Network	1	1	2
Internet	1	1	3
Co-Directors	2	1	1
Other high school	1	1	2



Why Students Choose Tilden

In our student survey (given to students during the 2010-2011 school year), students gave various reasons for why they wanted to attend Tilden (see graph and table below). The most frequent reasons students chose Tilden were to improve their grades, because they weren’t happy at their other school, and because they felt the desire to work at their own pace. Needing more help to do well and performing better in smaller classes were also common reasons for choosing Tilden.



I came to Tilden Prep because (check all that apply)

A. I wanted to improve my grades	17.99%
B. I needed more help to do well	11.51%
C. I wasn't happy at my other school	18.71%
D. I do better in small classes	12.95%
E. I was missing a lot of school because of an illness	3.60%
F. I was missing a lot of school because I wasn't going to class	5.76%
G. I didn't fit in socially at my other school	2.88%
H. I wanted to work at my own pace	17.99%
I. Tilden offered a class I could not get at my school	2.88%
J. Other, please explain	5.76%

Why Parents Choose Tilden

Information about why parents choose Tilden has been compiled from parent surveys and from what parents tell us in their initial interviews. A full list of written comments from parent surveys is provided in Appendix C. The most frequent reasons for choosing Tilden include the following: a) wanting a one-to-one approach for their student to ensure that he/she learns the material and receives the needed attention to address his/her particular learning style and challenges, b) wanting to ensure that their student successfully completes a course, and c) wanting their student to reengage with learning after a period of low motivation, disengagement, excessive stress level, withdrawal from school, etc.

Description of Physical Space and Safety Conditions

Tilden Preparatory School Albany is located in a large office building. Tilden Albany occupies approximately 3/4ths of the office space (3000 square feet), which is divided into four separate suites. Tilden shares the building with a vitamin and organic foods

store and an architecture office. Teachers are assigned to their own desk where they teach their classes. The building has a courtyard on the first floor where students can have lunch, and we have recently added a student lounge on the first floor for students to use between classes and during lunch. Some students also choose to have lunch off campus. Since the school has taken over the downstairs space, we now have room for an art studio and a study hall space. The study hall is equipped with desks and computers. The art studio has tables and easels for art classes, which are also held downstairs.

The school does not include athletic facilities; students are expected to do athletic activities outside school hours in order to fulfill their two years of physical education. Students are encouraged to use the Albany YMCA, and there has been some one-on-one athletic instruction, which has included biking and running. Students at Tilden have engaged in a wide range of athletic activities outside of school, including skiing, biking, soccer, basketball, martial arts, dragon boat racing, crew, dancing, fencing, running, and hiking.

Tilden has a small library of books used primarily as reference material during classes for teachers and students—these books are not checked out to students. Full-time students can use the public libraries near their residence as well as the Albany Public Library located one block away from the school. Dual enrollment students also have access to their school library.

Science labs take place in a full kitchen that includes a sink, fully vented oven, and refrigerator designated for experimental procedures. The building meets construction requirements under Alameda County. There is a fire alarm in the building, which is connected to the Albany Fire Department located one-quarter mile from the school. Smoke alarms are wired into the fire alarm system. If a smoke alarm were to activate, the fire alarm goes off and the Albany Fire Department is automatically alerted. The building also exceeds earthquake safety requirements. There is no smoking allowed on Tilden premises, use of chemicals is closely regulated, and flammable materials are not stored near stove burners or ovens.

Similar to Tilden in Albany, the Walnut Creek location is in an office building in the highly desirable area of downtown Walnut Creek. There is an elevator accessible to all students and the location is fully ADA compliant, thus allowing the attendance of students with disabilities. Tilden Walnut Creek has approximately 3,100 square feet in a four-story office building across the street from the newly renovated Walnut Creek Public Library and a park, which allows for easy socialization between students during the lunch break. There are also several restaurants such as Jamba Juice, delis and pizza restaurants that allow for students to get lunch during their lunch break. All other aspects of the Walnut Creek location are very similar to Albany in that the building and science lab meet the same stringent requirements. Police and Fire Departments are one half block away from the school.

Staff Development

Tilden fosters a friendly and compatible student-teacher and teacher-teacher dynamic. The rapport between teachers and students is one of trust, laughter, and learning. Informal interviews with students, and results from our Student Questionnaire II (reported on page 26), confirm that students enjoy working with and learning from their teachers. When people visit Tilden and observe students with their teachers, they are often pleased to see that students appear to be positively engaged with their teachers.

Teachers are given initial training and an Employee Handbook outlining employment information and rights, teacher responsibilities, grading procedures, confidentiality, and workplace safety (Appendix F). Curriculum guides are provided for each class, and outline the course material to be covered and grading rubric. Department Heads have been appointed in English, History, Foreign Language, Math, Science, and Special Education to be available for questions and support of all teachers. A "Google Groups" site—in addition to the online progress reporting system—has been developed for the purpose of sharing discussions amongst teachers, and specialized Orientation Guidelines have been developed for science teachers to ensure that they understand the use of lab procedures.

Following their initial orientation with the Co-Directors, appropriate Department Head, and administrative assistants, teachers are encouraged to ask questions of other teachers, the Department Heads, and the Co-Directors in order to ensure that they understand the curriculum guidelines, progress reporting system, rapport building with students, and special needs of their students. For teachers working with students who have language-based learning problems (i.e., reading, reading comprehension, and writing), we provide consultation time with our Language-Based Learning Specialist upon request. Our Learning Specialist has also met with our Humanities teachers one or two at a time for a period of several weeks to provide specialized training on working with students with language based learning disabilities. Because we are a small school, and because of the quality of the one-to-one teacher/student relationship, we feel that these opportunities for consultation with various staff members are the most effective way to ensure that teachers have enough input to successfully address the unique issues that arise with each student. In addition, meetings between teachers, parents and outside professionals occur upon parent request.

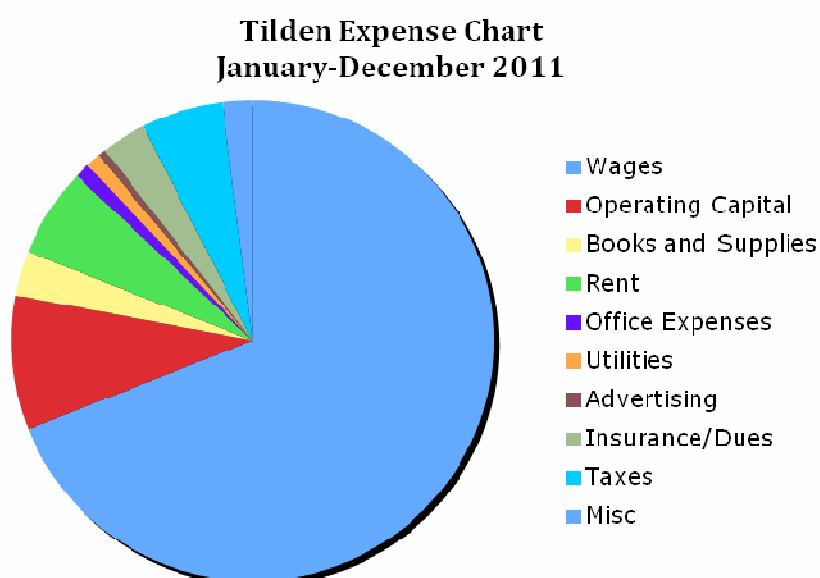
An effort is also made to ensure that teachers feel well-integrated into the Tilden community. Tilden has an annual staff holiday dinner with bonus checks and gifts for all teachers, monthly teacher potlucks, a Teacher Lounge where teachers can eat their lunches and talk, and a book group that all teachers are welcome to attend. Teachers are invited (and paid for their time) to attend all schoolwide events, and their schedules are also taken into account when scheduling new students. This year, Tilden also had a Teacher Appreciation Lunch and Welcome Back Teacher Potluck.

Finally, teachers' input is informally solicited, and always welcome. The small-school atmosphere means that the Co-Directors and teachers are constantly engaging in informal discussions regarding curriculum, grading, specific teacher-student dyads, and

schoolwide improvements. Every year we have done teacher surveys. This year we added individual meetings with each teacher to discuss their experience at Tilden and ways for teaching at Tilden to improve. The teacher survey data reported on page 40 reflects the formal survey given to teachers.

Financial Improvements and Corporate Status

Tilden's financial standing has always been very stable, and the growth of the school has allowed Tilden to invest in a growing number of areas that benefit its students, teachers, facilities, and future. Since opening its doors in September 2006, Tilden has always had reserve capital that ensures sustainability. The average balance that we've held in Tilden's bank account in 2011 is \$200,000. The breakdown of expenses for January – December 2011 is as follows:



Since the last WASC visit in 2008, the following benefits have been realized:

1. Acquiring the downstairs space in order to have a separate study hall space, student lounge, and art studio in December 2009
2. Acquisition of new computers and new whiteboards for all teachers and administrative staff
3. Acquisition of additional items in response to teacher and student requests (e.g. higher quality copy machines, a refrigerator that provides water to all staff and students, compost and recycling bins, and a vending machine)
4. Hiring of information technology experts to ensure the quality and maintenance of the computer system
5. Providing health benefits to full-time teachers and support staff

6. Increasing salaries of teachers who start at the lower end of Tilden's scale
7. Yearly increases in all teachers' salaries
8. Providing scholarships to deserving students
9. Development of new and standardized curriculum (regular and AP courses)
10. Hiring a human resources consultant
11. Hiring a business consultant
12. Providing large end of the year bonuses
13. Providing sick pay of 3 days/year to all employees—this pay is earned at the ratio of one hour of sick pay for every sixty hours worked
14. Providing for increased training opportunities for teachers

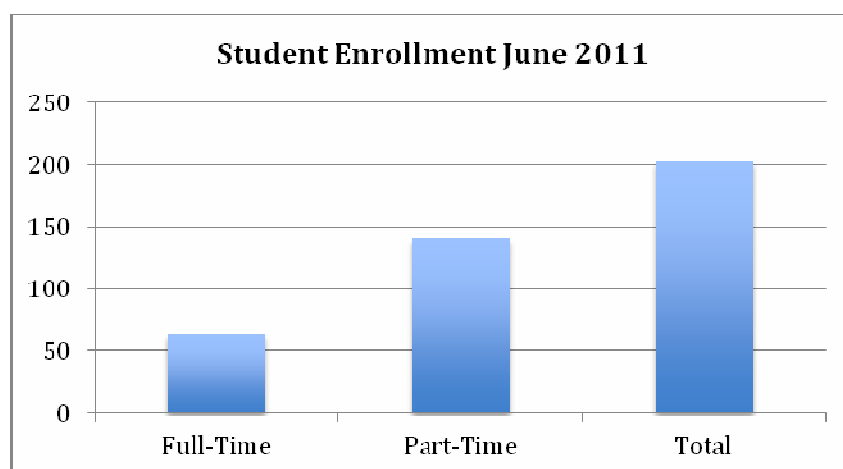
Demographic Data

Student Enrollment Data

Students who choose Tilden make up one of the most diverse and multifaceted student educational communities in the country. Not only do our students represent a racially and socially broad community, but they also display unique personalities and talents.

Students can attend Tilden either as a full-time, dual enrollment, or tutorial student. Tilden is the school of record for full-time students, and awards these students a diploma once they have completed all courses required for high school graduation by the State of California, and the 210 units required by Tilden for graduation.

Part time students take one or more courses at Tilden while concurrently enrolled as full-time students at other high schools. Many come to retake courses that they failed and would otherwise repeat in summer school; recognizing the need for a more personalized approach, they opt for Tilden instead of other programs. Finally, tutorial students come to Tilden for help with their studies in classes they are taking at their full-time high school. Although they are an important part of our student population, tutorial students are not factored into our statistics. At the end of the 2010-2011 school year, Tilden had 63 full-time and 140 part-time students. Eight of these students were on scholarships.

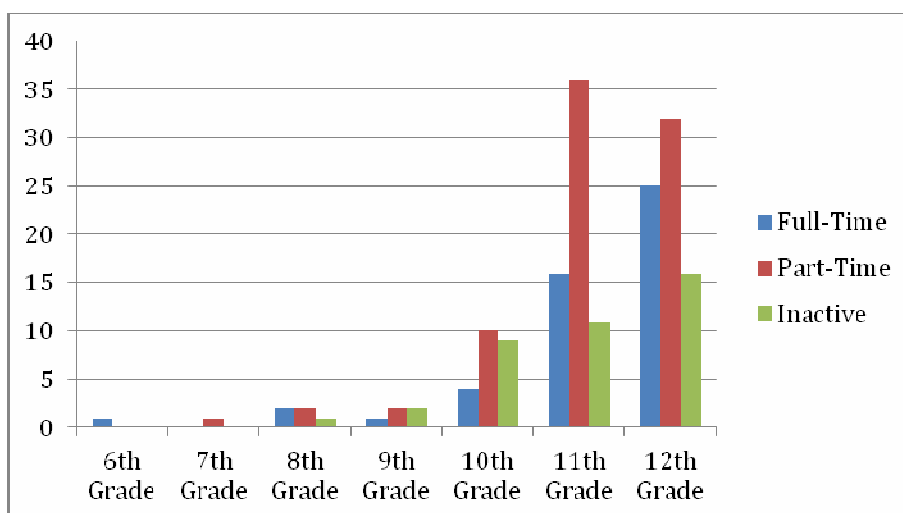


Student Gender and Grade Distribution

The following table and graph show the grade distribution of students at Tilden during the 2010-2011 school year.

Student Enrollment by Grade 2010-2011

	Full-Time	Part-Time	Inactive
6th Grade	1	0	0
7th Grade	0	1	0
8th Grade	2	2	1
9th Grade	1	2	2
10th Grade	4	10	9
11th Grade	16	36	11
12th Grade	25	32	16

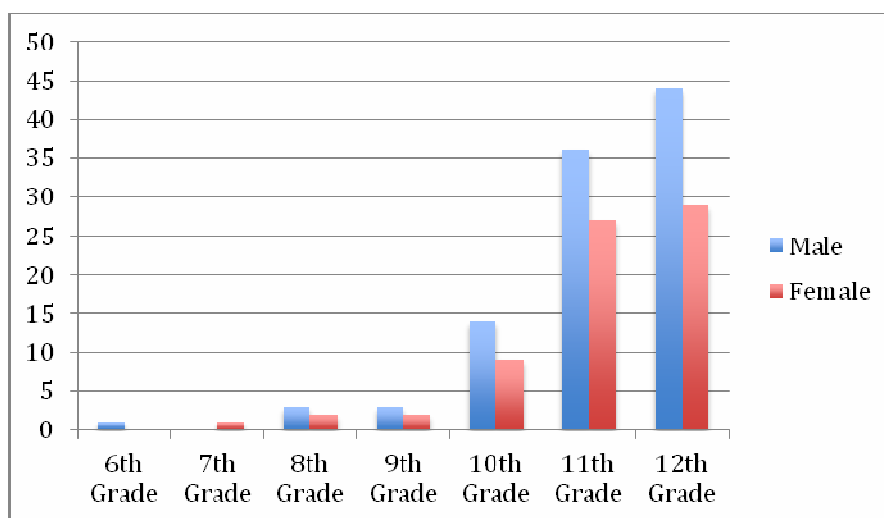


The following table and graph show the gender distribution of students at Tilden during the 2010-2011 school year. The graph includes full-time, part-time, and inactive students.

Student Enrollment by Gender 2010-2011

	Male	Female
6th Grade	1	0
7th Grade	0	1
8th Grade	3	2
9th Grade	3	2
10th Grade	14	9

11th Grade	36	27
12th Grade	44	29



Student Ethnicity

We do not ask students about their ethnicity because Tilden accepts all students on a first come, first served basis. We feel it is intrusive to ask people about their ethnic background, so we don't have statistics on this variable. At any given time, a visual scan of our student body will show that we have a range of ethnicities represented among our students.

Student Learning Differences

The environment that Tilden provides helps many students who have learning differences. Students benefit from the ability to learn at their own pace, the consideration for their learning style, the one-to-one attention, and the chance to use their learning strengths to approach challenging material.

In 2010, approximately 65% of Tilden's students were diagnosed with a learning difference. Learning differences diagnosed included the following: auditory processing deficits, visual/spatial perceptual difficulties, specific language disabilities, attention difficulties, memory deficits, and executive functioning (organizational) difficulties. Due to the instructional aids and techniques utilized by Tilden staff, only four of these students needed to be placed in a modified curriculum.

The mechanisms for identifying and working with learning differences include a parent/student interview to obtain details about the student's academic experience thus far, an intake form provided to parents that asks for information about their student's specific learning challenges and needs, and a questionnaire given to students to fill out prior to starting their courses at Tilden. The student questionnaire elicits information from students regarding how they learn best, and their assessment of their learning

capability to that point. Teachers are provided with the information gathered, and work with these students accordingly.

Tilden has developed instructional aids to address learning differences that are regularly utilized by the teachers. Instructional aids include writing software, DVD's for language learning, and specialized textbooks aimed at teaching to each student's particular learning style strength. Teachers also conference with each other, with our Learning Specialist, and with the Co-Directors about what they find works best, and/or to elicit ideas about how to work best with a particular student. Tilden has recently added a section in each student's online record where teachers can add tips and comments about how best to teach that student. Students are also matched with teachers who have strengths in working with their particular needs (e.g. a teacher who has excellent skills in developing kinesthetic approaches to the course material will be matched with a "hands-on" learner).

In addition to learning disabilities described above, Tilden also has a significant number of students (approximately 30%) who suffer from mild to significant emotional problems that interfere with learning. On the mild side are those who have anxiety or depression secondarily associated with their learning differences. Other students come to Tilden with more severe anxiety that prevents them from adequately concentrating in a classroom or attending school regularly. The anxiety compounds itself as they fall further behind other students and feel ashamed and/or worried about their performance. Some students choose Tilden because of problems with a moderate to severe mood disorder (e.g., depression and Bipolar Disorder) rendering them unable to tolerate a full day of school. At Tilden, we are able to adjust students' course load and pace to minimize stress, which often ameliorates symptoms. The Co-Directors, both licensed psychologists, work closely with the teachers of these students to insure that their experience at Tilden is a positive one both academically and emotionally. If needed, we work closely with treating psychologists, neuropsychologists and/or psychiatrists to ensure that the academic experience at Tilden is well integrated with the student's mental health treatment plan.

The Tilden learning environment, which is able to match teaching style to learning style, utilize instructional aids and behavioral programs, coordinate with other professionals, and integrate suggestions for interventions, enables students to succeed and "reach beyond their grasp." Many students who have struggled with learning differences or emotional difficulties in other settings are able to perform very well at Tilden.

Courses Offered

Our courses are approved by the University of California, the most rigorous approval process for college prep, honors, and AP courses. Courses approved by the University of California are internationally respected, and fulfill high school graduation and college entrance requirements. The table below displays the courses offered by Tilden Preparatory School. All are U.C. approved, unless noted by * (for those awaiting

approval) or ** (elective courses that are not U.C. approved, but fulfill elective credits for high school graduation).

<p>a-History / Social Science Government / Civics US History World History European History* Contemporary World Studies* African American History* World Geography and Cultures* AP US History AP US Government and Politics AP US Government and Politics: Comparative AP World History AP European History</p>	<p>b-English English 9: Foundations of Literature English 10: World Literature English 11: American Literature English 12: British Literature Literature and Composition 1 Literature and Composition 2 AP English Literature & Composition Shakespeare & His Legacy The Literature of Sport Contemporary Literature The Literature of the Natural World Philosophy in Literature The Emerson Tradition Philosophy in Literature The Absurd and Existential 20th Century Literature Magical Realist and Fantasy Literature Poetry Analysis and Composition The American Dream</p>
<p>c-Mathematics Algebra 1 Algebra 2 Algebra 2/Trigonometry Geometry Pre-Calculus Calculus Statistics AP Calculus AB AP Calculus BC AP Statistics Linear Algebra</p>	<p>d-Laboratory Science Biology Chemistry Physics Earth Science Environmental Science AP Biology AP Chemistry AP Physics C: Mechanics Anatomy and Physiology AP Environmental Science</p>
<p>e-Language Other than English American Sign Language 1 American Sign Language 2 French 1</p>	<p>f-Visual & Performing Arts Instruments & Their Masters Music of the 20th Century Introduction to Photography</p>

<p>French 2 French 3 French 4 AP French Language German 1 German 2 German 3 Latin 1 Latin 2 Latin 3 AP Latin: Vergil Japanese 1 Japanese 2 Mandarin 1 Mandarin 2 Mandarin 3 Mandarin 4 AP Chinese Language and Culture Spanish 1 Spanish 2 Spanish 3 Spanish 4 AP Spanish Language AP Spanish Literature</p>	<p>Film and Video Production Film Production Art 1 Drawing & Painting Ceramics & Sculpture AP Studio Art: 2-D Design AP Studio Art: 3-D Design</p> <hr/> <p>g-Elective Environmental Science Art History AP Macroeconomics AP Microeconomics Introduction to Computer Programming Basic Computer Programming (Python) Computer Programming 2* Computer Programming 3* Economics Music Theory* Philosophy and Ethics* Advanced Philosophy & Ethics Psychology Social Justice Sociology AP Art History AP Psychology Leadership* Creative Writing History of American Music in the 20th Century</p>
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Extracurricular Activities

Students at Tilden Preparatory School participate in a wide range of extracurricular activities, yet another demonstration of Tilden’s incredibly eclectic and diverse student body. Opportunities include vocal and instrumental performing, drama, dance, speech and debate, athletics, and community service.

Students have also taken the initiative to develop school clubs, including an Art Club, a Magic Club, a chess club, and a Japanese Club. These clubs are open to all students at the school, and generally meet once a week to discuss individual connections to the subject.

Faculty Demographics

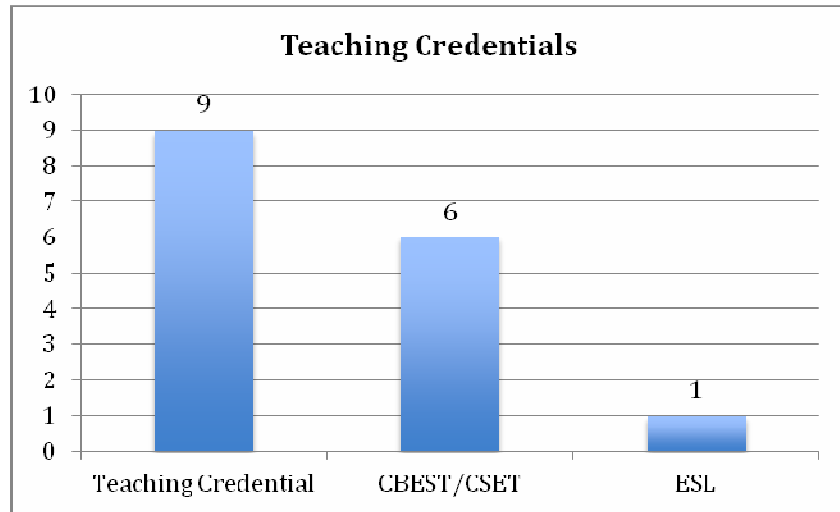
Tilden's teachers are the key ingredients in our students' success. Tilden has 35-40 teachers who are selected based on their subject matter expertise, teaching experience, ability to connect with students, and understanding of how to work with students of various learning styles. The administrative team at Tilden Albany consists of two Co-Directors, who work to pair individual teachers with students, and two Administrative Assistants/Student Affairs Coordinators. We have hired a Principal and full-time Administrative Assistant/Student Affairs Coordinator for the Walnut Creek location, and the Co-Directors continue to oversee the working of the second school in addition to Tilden Albany. The Co-Directors also manage the development and oversight of joint endeavors of the two schools (such as staff development, academic and social life of the students, and the joint community service program).

In addition to choosing teachers with the appropriate educational background for the student's course and the appropriate schedule availability, the Directors' choices are also based upon factors such as personality match, and the ability of the teacher to address the specific learning style of the student. If a teacher-student dyad is not working well for either party, the Directors investigate the situation, and either intervene to reach quick resolution, or switch teachers in order to make sure that the teacher/student relationship can be harnessed in a positive manner to enhance learning.

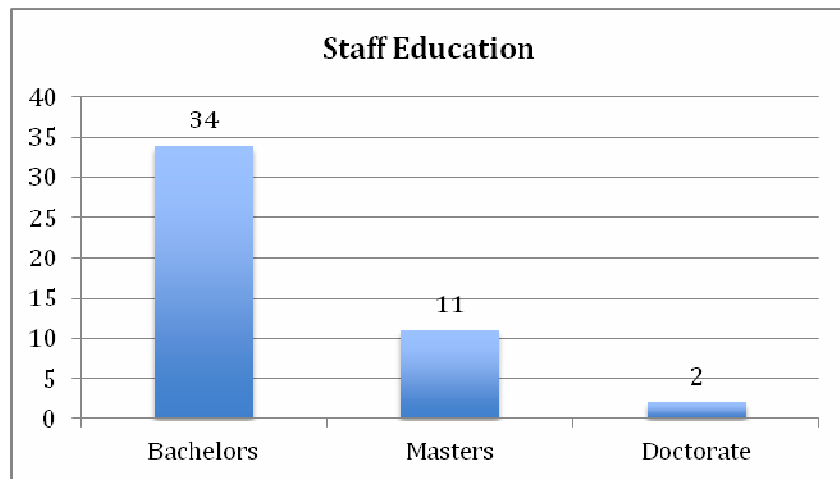
Through a careful screening process, Tilden ensures that its teachers are educated and caring. The screening process requires that they have teaching experience, relate well to teens, and are experts in their respective fields. The administrators make the effort to get to know teachers to ensure that they have the personality attributes that will enable them to connect with Tilden's student population and help their students attain the ESLRs. References are verified to ensure professionalism and experience. Follow-up check-ins with new teachers, and review of progress reports, check-ins with students, and formal teacher evaluations (implemented in September 2011) are all utilized to ensure that the teacher is using a positive and effective approach in teaching his/her students. Parents and students provide ongoing feedback regarding their courses, and the Co-Directors are quick to address any concerns raised.

Teachers choose to work at Tilden for a variety of reasons, including the opportunity to teach students one-to-one, the competitive pay scale, the health benefits, and the flexible work schedule. Teachers remain at Tilden because of all these factors, plus the benefit of belonging to a rich and diverse teaching community, and a positive and enjoyable work environment.

The number of teachers at Tilden increases as enrollment increases throughout the school year. We hire additional teachers for the summer who have other work during the school year in order to meet the need of our increased summer enrollment. At the time of preparing for this report, we had 34 teachers on staff, nine of which teachers at Tilden hold teaching credentials in their respective subjects, while six have passed the CBEST or CSET, and one has an English as a Second Language (ESL) certificate.



Two teachers hold Doctoral degrees, one in Math and one in Polymer Chemistry. Teachers with advanced degrees and/or credentials are not necessarily hired preferentially over teachers with lesser degrees because other factors such as ability to connect with teens are also considered to be extremely important. In other words, a teacher can have a high level of subject matter expertise but if they cannot engage the student and adjust to his/her learning style, the learning experience will not be all that we are trying to achieve at Tilden as outlined in the ESLRs.



These statistics were compiled at the conclusion of the 2010-2011 school year. Our staff to student ratio is roughly 1:3, although students almost exclusively work with teachers one-to-one. Teachers have taught at Tilden an average of 1.9 years, with our oldest teacher having been with us for 5.5 years. Overall, our teachers have an average of 7.5 years of teaching experience.

On rare occasions (perhaps once a year), we hire teachers who are close to obtaining a college degree, have completed course work in their area of expertise, and have

excellent personal skills and ability to relate easily to teens. Teachers without a degree are supervised by a master teacher.

Student Achievement Data

Course Completion

Courses are usually completed in 30-45 hours per semester. For students who don't regularly do their homework or have learning challenges that slow their pace, courses may take longer. The course completion rate for students at Tilden is 99%. Some students transfer to another school or program before completing their course(s), in which case we give partial credit. On occasion, students are removed from Tilden and placed in residential treatment programs due to excessive drug use.

Matriculations

Tilden students have been extremely successful in the college applications and admissions process. In the 2010-2011 graduating class, 86% went on to attend four-year colleges, and 12% attended two-year colleges. Over the years, Tilden students have been accepted to the following colleges:

Amherst College	Lewis and Clarke College
Barnard College	Linfield College
Berkeley City College	Loyola Marymount University
Boston University	Lynn University
Bryn Mawr College	Mills College
Cal Poly San Luis Obispo	Morehouse College
California Institute of the Arts	New York University
California Lutheran University	Northeastern University
Clark University	Northern Arizona University
Colorado University - Boulder	Northwestern University
Dominican University of California	Notre Dame de Namur University
Drew University	Oberlin College
Eckerd College	Occidental College
Emory University	Ohio Wesleyan University
Eugene Lang College	Pacific Northwest College of the Arts
Evergreen College	Pepperdine University
Expression College for Digital Arts	Pomona College
Franklin and Marshall College	Purdue University
George Washington University	Roger Williams University
Gonzaga University	Saint Mary's College of California
Goucher College	San Diego State University
Humboldt State University	San Diego State University for Business
Indiana University—Kelley Business School	San Francisco State University

Santa Clara University
 School at the Museum of Fine Arts,
 Boston
 Scripps College
 Simon's Rock College of Bard
 Sonoma State University
 Southern Methodist University
 Southwestern University
 St John's College
 Tulane University
 Universal Technical Institute
 University of Arizona
 University of British Columbia
 University of California
 Berkeley
 Davis
 Irvine
 Los Angeles
 Merced
 Riverside
 Santa Cruz

San Diego
 San Francisco
 Santa Barbara
 University of Denver
 University of Massachusetts
 University of Nevada
 University of Oregon
 University of the Pacific
 University of Puget Sound
 University of Redlands
 University of San Diego
 University of San Francisco
 University of Santa Clara University of
 Southern California
 University of Vermont
 Vassar College
 Wesleyan University
 Western Washington University
 Whittier College
 Willamette College

Suspension and Expulsion Rates

During the 2010-2011 school year, no students were suspended, and one student was suspended during the 2009-2010 school year. There have been no suspensions thus far during the 2011-12 school year. Tilden's suspension rates have decreased because of the implementation of the Complete Supervision Program. If a student displays behavior that goes against our rules (e.g., drug use), we give a warning and sometimes make recommendations (e.g., referring to a drug treatment program). If there is a second incident, the student qualifies for the Complete Supervision Program.

For students in the Complete Supervision Program, we expect parents to deliver them to their first teacher of the day (by coming upstairs with them and walking them to the teacher's desk) and picking them up in the same manner from their last teacher. We have teachers stay with them for the full 60 minutes, then deliver them to their next teacher. Our goal with this plan is to make sure the student has no chance to act on behaviors that are illegal or against school policy. Of course, a teacher and student can take a walk around the block, with parent permission, or find other ways to have a break, but the student is not left on his or her own. At any point during the process, the administration may decide that a student be required to take their classes at home.

Complete Supervision remains in effect for a minimum of 30 days or until the administration believes the student can be removed from this program. After a student is released from Complete Supervision, if he/she violates Tilden policies again, it will be left to the administrators to impose consequences they deem appropriate, ranging from

temporary supervision to expulsion. However, Tilden Preparatory School has not expelled a student since its inception.

Survey Results

Results from surveys given to students, parents, and teachers have provided valuable feedback that was instrumental in shaping our choices for improvements to the school over the past three years, and for the future. Because we collect surveys from students and parents throughout the year, most of the suggestions made by these stakeholders since our 2008 WASC Self Study have already been addressed.

Student Survey Results

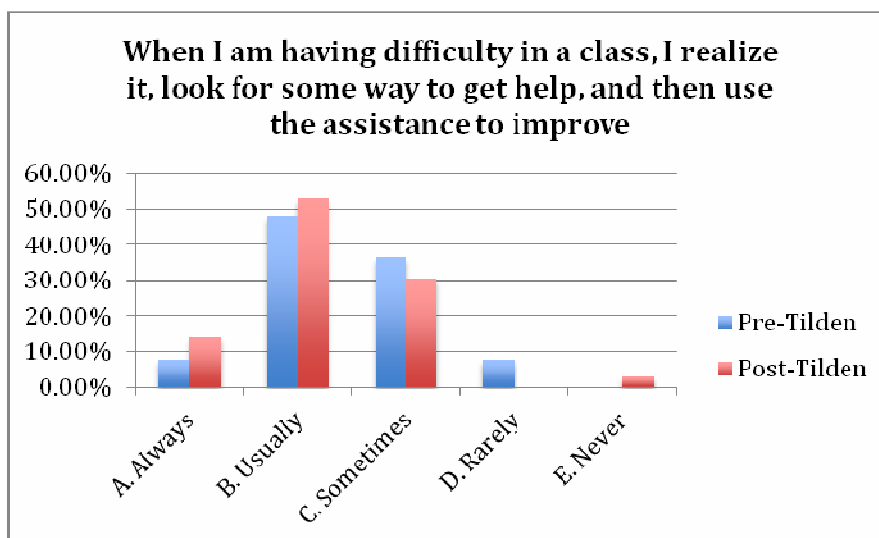
Students at Tilden are given an initial questionnaire when they first come, and a second questionnaire after they have completed their course(s). Students who are full-time and attend Tilden for more than one year are given the second questionnaire at the end of each year.

The questionnaires were designed to determine the student's preferred learning style, and to assess whether Tilden is achieving its ESLRs. A number of the questions on the initial questionnaire address learning style and preferences (see Appendix A)—these results are used by the teachers to better understand the particular student's learning needs.

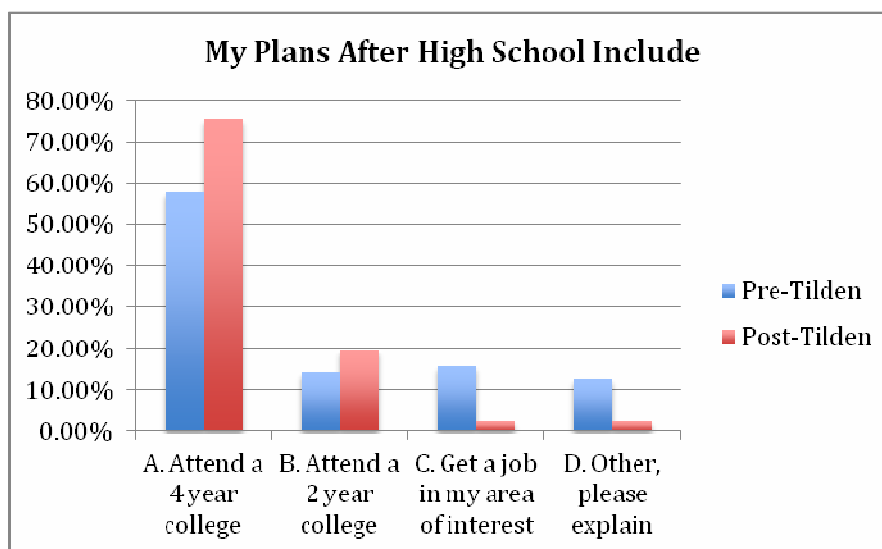
The second set of questions are given on both the first and second student questionnaires. These questions are designed to get a baseline of how the student perceives him/herself as a learner when first entering Tilden (Questionnaire I), and following his/her course(s) at Tilden (Questionnaire II). The results provided below also note how each statement is related to our ESLRs.

Of most note is the consistently positive trend in almost all areas of student growth after taking one or more classes at Tilden, confirming that Tilden has been achieving the ESLRs. A written summary of results from Questionnaire I and Questionnaire II is provided below:

1. In response to the statement, **"When I am having difficulty in a class, I realize it, look for some way to get help, and then I use the assistance to improve"** (assessing ESLR #1), students reported a positive trend following their class(es) at Tilden—i.e. that they are more self-aware, are better able to ask for help, and better able to use the help they get to improve their performance. 67% of students reported that they always or usually ask for help and use the assistance to improve, and only one student reported rarely or never asking for help.



2. In response to the statement, **"My plans after high school include..."**, 58% of incoming students were planning on attending a 4-year college, while 76% of students reported these plans after taking courses at Tilden. Similarly, the percentage of students planning to attend a 2-year college rose from 14% to 20% after these students spent time at Tilden. This demonstrates that the Tilden environment fosters confidence in our students that they can handle a college experience, and results in many more students choosing to continue their education after high school, which is something we highly value.



3. **"When having difficulty in a class and the teacher suggests a new way to learn the material,"** 77% of students at Tilden said they would always or usually try the suggestion to see if it worked better for them, as compared to 73% of students first entering Tilden (assessing ESLR #1). This increased openness and adaptability to trying new methods is particularly striking for students with learning differences, who

often have difficulty "changing set" (i.e. changing the way they think about a problem). This result also suggests that students feel greater confidence in their ability to learn new material.

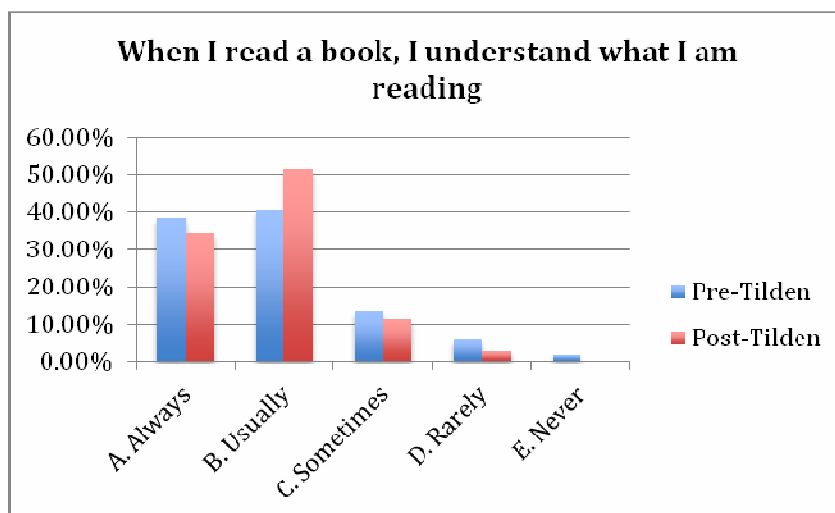
4. In answer to a question assessing ESLR #1 and ESLR #4, "**When I'm having difficulty in a class, I just sort of give up,**" the largest trend forward is that no Tilden students said "always" as compared with 4% of incoming students.

5. In response to the question, "**It is easy for me to write a paper for a class, or take tests that have essays**" (assessing ESLR #2), the most interesting statistic is that 14% of incoming students said that it was "never" easy for them, while this number dropped to only 6% for Tilden students. This indicates that a sizable number of students have received help learning to write, and that few students leave Tilden feeling hopeless or defeated in this arena.

6. When answering the question, "**When I express myself in writing, it is easy for people to understand what I am trying to say**" (assessing ESLR #2), incoming students already were confident in expressing themselves in writing, with the majority replying "always" or "usually." The same trend was seen once students completed their coursework at Tilden.

7. In answer to the question, "**When I speak to people, they understand what I am trying to say**" (assessing ESLR #2), most students were relatively confident in this area upon entering Tilden, and this remained consistent after taking classes at Tilden, with 86% answering "always" or "usually" after taking classes at Tilden.

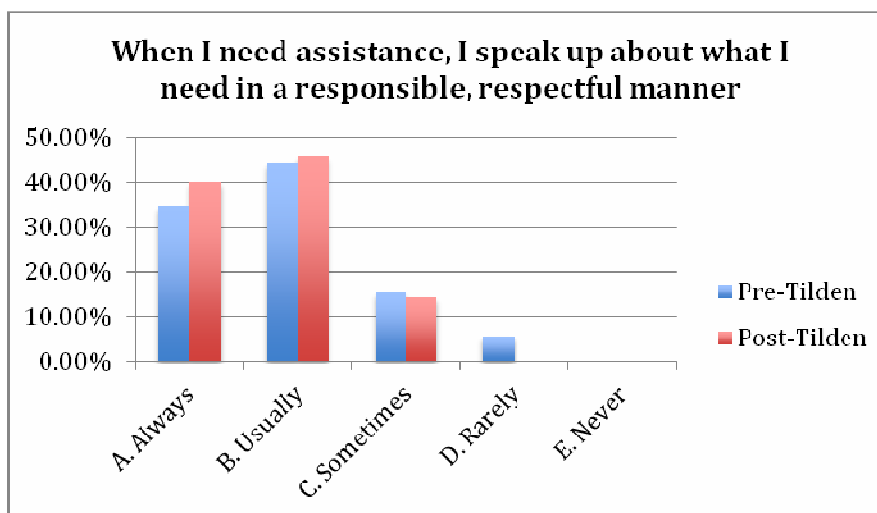
8. There was a clear improvement in the area of reading comprehension for Tilden students, supporting positive results for ESLR #2. 86% of Tilden students answered "always" or "usually" to the statement, "**When I read something, I understand what I am reading,**" as compared to 79% of incoming students. Of great consolation to us, 2% of incoming students said they "rarely" understood what they read, while there were no students (0%) who reported this after taking classes at Tilden.



9. In answer to the question, "**When I listen to people, I understand what they are saying**" (assessing ESLR #2), students entering Tilden felt that they had at least adequate to good listening skills, and this remained consistent after their classes at Tilden. 92% of students answering the post-questionnaire said they "always" or "usually" understood what people were saying, and 0% responded with "never" or "rarely."

10. In answer to the question, "**When I decide I want to do or learn something, I set a goal and make sure I meet that goal**" (assessing ESLR #4), the majority of students reported that they always, usually, or sometimes agree with this statement and these percentages were consistent in the pre- and post-questionnaires. Interestingly, 4% of incoming students responded that they never follow through on their goals, whereas 0% of Tilden students had this response.

11. In answer to the question, "**When I need assistance, I speak up about what I need in a responsible, respectful manner**" (assessing ESLR #2), most students reported that they always, usually, or sometimes were respectful when they asked for assistance both when they entered Tilden and on the post-questionnaire. Demonstrating a positive trend, 6% of incoming students reported that they "rarely" or "never" spoke in a respectful manner, whereas 0% of Tilden students responded this way. This suggests that Tilden students are better able to be responsible and respectful when they have a concern.

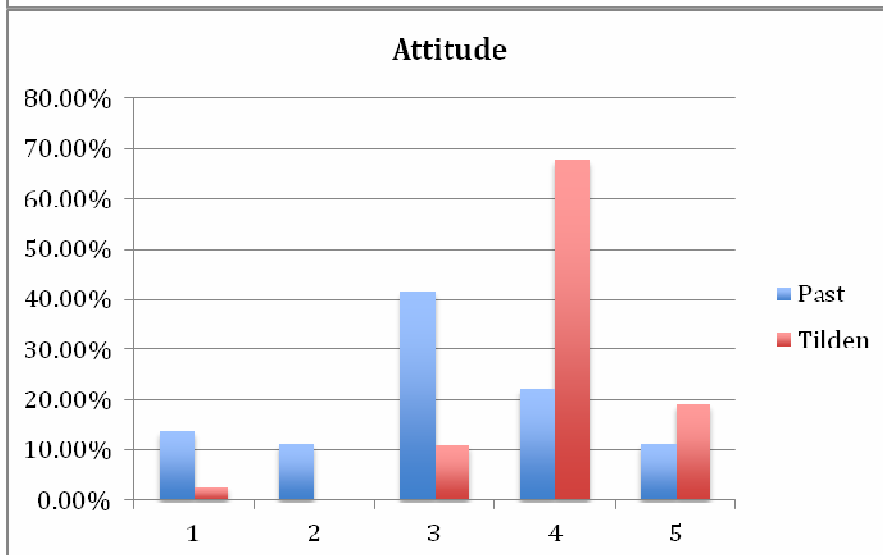
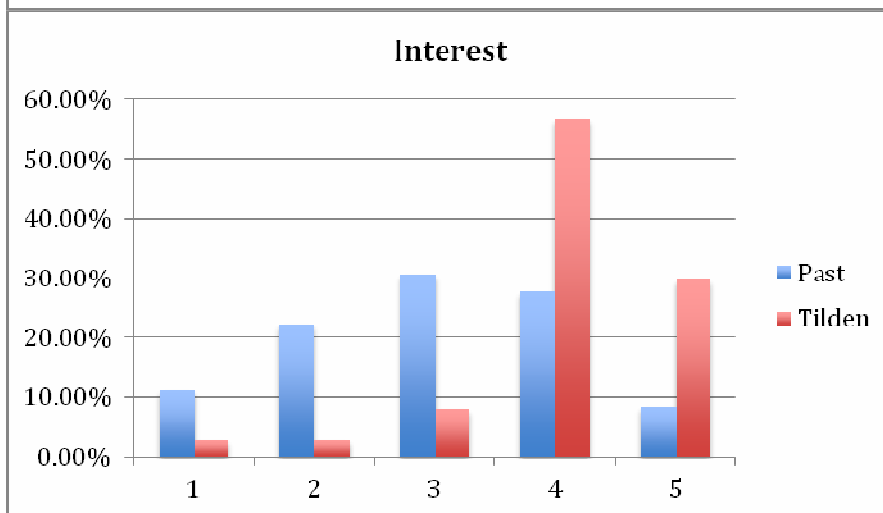
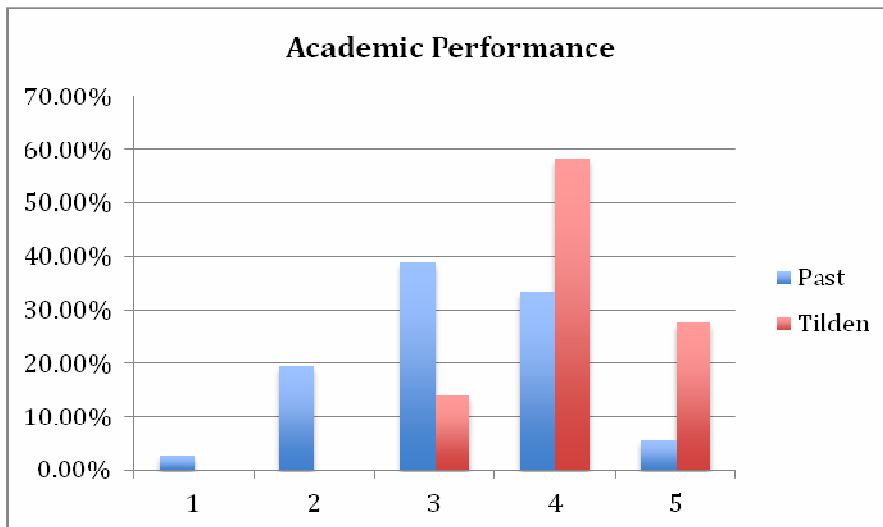


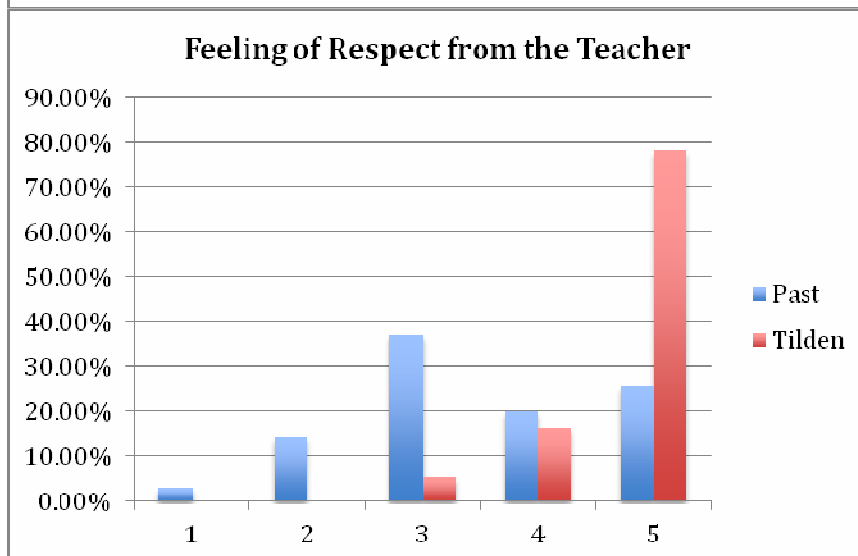
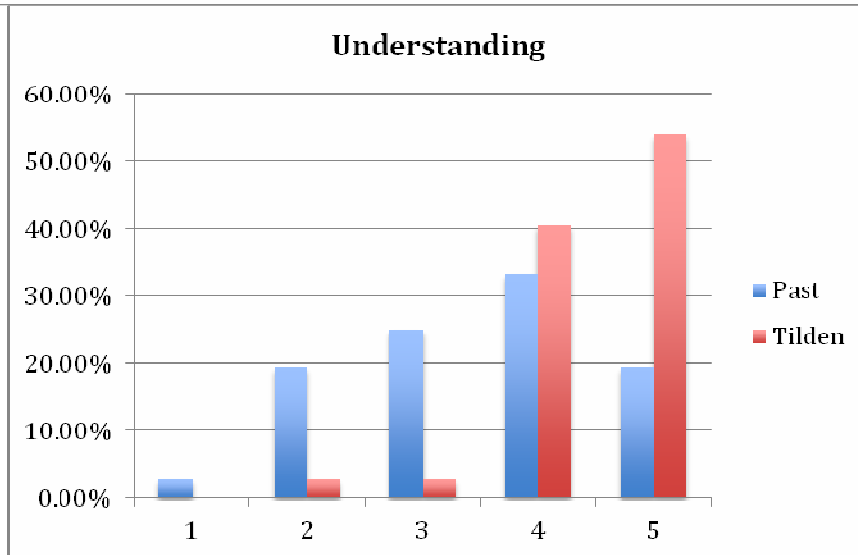
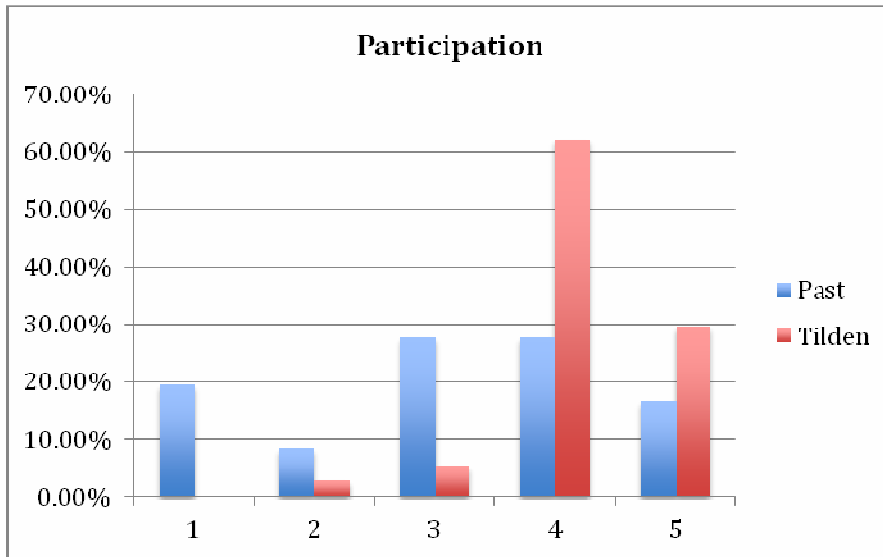
12. In answer to the question, "**I am able to use the internet to look up information, and write reports and essays**" (assessing ESLR #3), most students reported in both the pre and post questionnaire that they were usually or always able to utilize the internet for learning. These results indicate that the Tilden population arrives with very strong internet capability. However, after taking classes at Tilden, 67% of students (as opposed to 62% in the pre-questionnaire) reported that they were "always" able to use the internet for research; this suggests that Tilden may aid students in improving their internet capability.

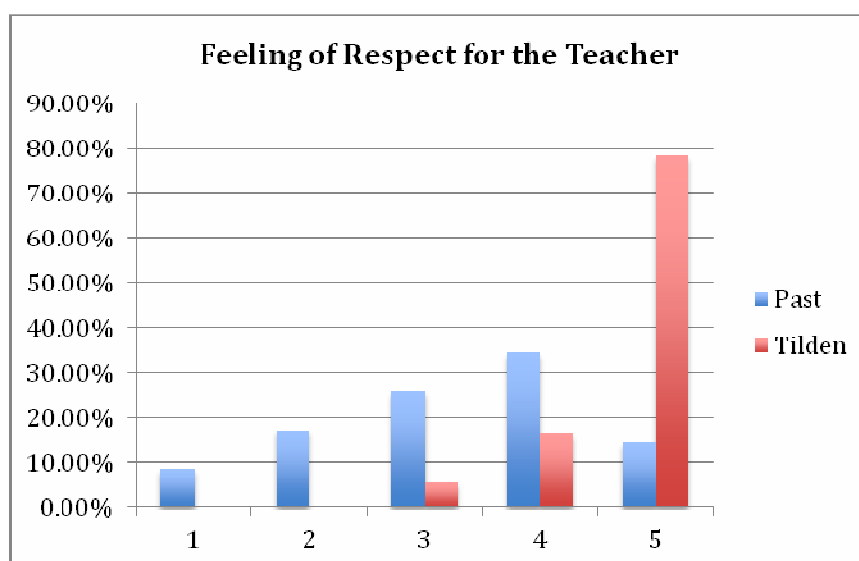
In summary, these results show a positive trend in students' confidence in themselves as capable learners, success in specific academic areas, and a desire to pursue higher education than they had upon entering Tilden. After taking one or more classes at Tilden, students reported a greater ability to express themselves in their writing, an increase in reading comprehension, and ability to direct their own learning experience by asking for help and using it effectively. These markers indicate to us that the ESLRs are being addressed by the curriculum and teaching model utilized by Tilden.

In the final section of Questionnaire II, students are provided with an opportunity to compare their past school experience with their experience at Tilden. Students are asked to rate their academic experience in seven categories: 1. Academic Performance, 2. Interest, 3. Attitude, 4. Participation, 5. Understanding what is taught in class, 6. Feeling of respect from the teacher, and 7. Feeling of respect for the teacher. The rating scale ranges from 1=Very Poor to 5=Very Good.

The following graphs compare students' ratings of their experience prior to coming to Tilden and their experience at Tilden. There is a positive trend that favors Tilden in every case posed to the students; the highest scores in each category are 4 and 5 and on every scale Tilden outperformed the comparison school. "Respect from the teacher" and "Respect for the teacher" show the largest positive trend comparing Tilden to past schools. Raw data for these graphs can be found in Appendix B.







Parent Survey Results 2008-2011

Parents are provided with a parent survey at the end of their student's course. This can occur at any time during the school year or summer. In addition, surveys are mailed to parents in the Spring of each school year to elicit additional feedback about their perception of Tilden. We are currently in the process of conducting all parent surveys online, which we hope will result in a higher response rate.

As in their spontaneous feedback given throughout the year, parent survey responses to the program are overwhelmingly positive. All survey responses can be found in Appendix C. For the purposes of this report, we have listed all suggestions for improvement given since the the last WASC report. Many of these suggestions have already been addressed; those that have not been addressed have been incorporated into our action plan.

Parent Suggestions for Improvement at Tilden 2008-2009

In the 2008-2009 school-year, there were 9 parent surveys returned. Of these, parent responses to the question "What are your suggestions for improvement at Tilden?" ranged, but there were two parents who commented on the need for more social interaction at the school. The following comments were from two different parents:

- "No complaints. We would welcome more low key opportunities for social interaction among students (e.g., a small-group class)"
- "No improvement per se, but continuing to address the need for more opportunities for the students to socialize would be beneficial. Perhaps offer more clubs that meet after school? For seniors, more senior-specific events to celebrate graduation (ex. A dinner at a nice restaurant, special day outing to go sailing, hiking, Great America, etc.)"

These comments were the inspiration for developing a shared lunch hour for all students by rearranging class schedules, developing several shared study hall times, and a Leadership Class. These changes have all increased structured social time for our students.

Four parents stated that they did not see any need for improvement, with one commenting: "I was very happy with the school. I appreciated that Shary and Karen gave consequences yet kept up hope, made a needed change in a teacher with tact, and treated my son respectfully and tolerantly despite the repeated challenged he presented. I also appreciate the wonderful was Stephanie and Gretchen have worked with him. Thank you!"

No other comments were given more than once, but the following suggestions were given, each by one parent:

- "Offer scholarships." We have been working on this, and are currently offering more scholarships than we were in 2008.
- "I wasn't clear about how to deal with absences." In response to this comment, we improved our Parent-Student Handbook and highlighted the policy for absences.
- "Billing systems." Billing has been much improved since 2008 as we have incorporated an add-on to the progress reporting system that allows parents to view their invoice, which is updated with each instructional session. The system also sends automatic emails to parents when payments are due, with an updated estimate of their monthly tuition.

Parent Suggestions for Improvement at Tilden 2009-2010

For the 2009-2010 school-year, there were 8 surveys returned. Suggestions from these surveys no longer included as many requests for social interaction, suggesting that this problem had been partially resolved by our changes stated above. Suggestions included a few requests for improvement of the physical education program:

- "In a perfect world, Tilden would have a sports program...ok, just water polo would work!"
- "Ideally I wished the school would make actual arrangements with the YMCA and schedule particular hours for students to fulfill their P.E. requirements for High School completion. M/W/F class set for a particular time where a number of students would go to the YMCA together and actually have scheduled P.E. Could be set up like the leadership class with set times in their schedule. It could be billed through the school."

While we do let parents know what the cost is for a teen membership to the YMCA, we have also incorporated a special arrangement with the Albany YMCA into our most recent action plan. Other comments included:

1. “My hope is that Tilden will become known more and more in our Bay Area communities and the school will expand and grow. My personal belief is that the conventional public school system is an institution that is not well-suited for many kids, is not supportive of kids during one of the most delicate transition periods of their lives, does not engage some of the brightest and most creative kids. I support Tilden’s offering of an alternative education for a wide range of kids.”

We advertize on the Berkeley Parents Network, most recently to promote our College Information Night. We also participate in the Solano Stroll every year and maintain an advertisement in the *Hills Newspaper*. We also send out mailers to professionals and parents throughout the East Bay. Most recently (in December 2012) we sent out a mailer to 10,000 addresses announcing the opening of our new location in Walnut Creek, and in 2011, we sent mailers about our summer program to a similar number of addresses.

2. “The only thing I can think of that could use some improvement would be for the teachers to provide timely feedback following each class. Most of my son’s teachers already do that, but I wish they did it on a regular basis so I knew how to support my son.”

While the great majority of teachers write progress reports immediately after each class, some teachers write reports later in the evening. When parents let us know they need the information immediately in order to structure homework at home later in the day, we inform teachers of this. For the very few teachers who have difficulty writing reports by the end of the day, we instituted a reduction on bonuses and a freeze on pay raises. We also added a reminder on the online calendar so teachers see the number of progress reports they need to complete.

3. “It would be very helpful if Tilden had a developed relationship with an online provider of quality curriculum in academic electives. It feels like you don’t like the idea, when it could, instead, be a complementary strength of the program. It is rather dismaying how many errors keep cropping up in student transcripts—I feel like I have to watch it like a hawk to make sure my student gets accurate credit for his work.”

We utilize a great deal of online curricula and encourage teachers to share any online sites they like. We make very few mistakes on transcripts, as grades are automatically posted on the online transcript when the teacher completes the course, but some transcripts are highly complex and it does happen that there are occasional mistakes. We now require parents to sign off on all transcripts to verify their accuracy.

4. “It’s tough to do, but less substitute teachers would be helpful for consistency.”

It is part of our Employee Handbook to emphasize the importance of teachers taking vacations during school breaks. When a teacher is ill and we do need to arrange a substitute, we have improved the progress reporting system so that the substitute

teacher has access to all the progress reports and assignments from the regular teacher in addition to instructions from the teacher for the specific class taught.

5. "Nothing worth mentioning at this time. I have recommended this school to many parents."

Parent Suggestions for Improvement at Tilden 2010-2011

In the 2010-2011 school year, we had a much higher return rate, with 19 survey responders. Parent feedback for improvement mostly centered on problems with the progress reporting system and billing system. These comments included:

- "Help kids to keep track of their P.E. hours—maybe provide some kind of log? Also help keep track of community service hours." Tilden has had both a P.E. log and Community Service log for the last few years, so the parent was pointed towards where she and her student could access these resources.
- "I'd like to see a routine parent-teacher conference set for about 4 weeks into the year—a chance to make sure everyone's goals and expectations are aligned." While we have always informed parents that they can request parent-teacher conferences at any time, we are planning on initiating an offering of this for students and parents after the student has been with us for four weeks. Because students enroll at Tilden throughout the year, there will not be a specific day or days where this happens for all students.
- "Wish teacher would do daily updates." See_(prior section)
- "One of my son's teachers does not always update his progress (he still hasn't inputted his History Semester 1 grade yet). However, he has been emailing me periodically to give me positive kudos on my son's progress—much appreciated. My son loves this teacher." It is sometimes the case that a course is completed, but the teacher needs to score tests or other work from the student before inputting a grade. We expect teachers to do this in a timely manner.
- "The only other thing I wasn't happy with was the billing system...couldn't you just send a bill?" We have chosen to go green and save paper, so the billing system is online and easy to access. Most parents are extremely happy with it because they can view their online register and print out their own bills at any time.

In response to the feedback above, we added tracking of students' community service requirement to the progress reporting system and improved the reconciliation of the billing register with QuickBooks by flagging any changes from previous billing periods in 2010. Further comments included:

- "Given my son's emotional immaturity, the most difficult aspect of his time at Tilden was his inability to successfully navigate the social environment. I don't have specific suggestions about what the school could have done differently but I am identifying it as an issue because it created a lot of difficulty and heartache for my son." We have students at Tilden with significant social skills issues (for

example, we have several students with an autism-spectrum disorder diagnosis). We try to subtly match these students with each other by either putting them in two student group classes whenever possible, starting a small club (e.g., we have a Japanese club with three students who have Asperger's Syndrome), or anything else we can creatively do within the context of our school.

- "Don't know if it can be done, but for those who go full-time, if there can be some more social interaction that would be great."

We have created, and continue to create, various means for supporting social interaction at Tilden. Over the past the past three years, the following have been implemented:

- a) Low-fee (\$10/hr) group elective classes. These classes are offered at an extremely low rate (we do not cover our expenses with the tuition from these classes) in order to insure that all students can join them. Current group elective classes include Digital Photography, Studio Art and two levels of Astronomy. Group interaction is encouraged and facilitated in these classes.
- b) We provide a teacher, if requested, for any club that students want to begin, and we have created clubs for students who might have difficulty with initiation. For example, there is a Japanese Club that was initiated by the Co-Directors, including providing a Japanese teacher, which three students attend. Previously, we initiated a chess club, also run by a teacher.
- c) We have initiated Community Services activities in which students can participate to complete their Community Service hours. We provide a teacher to facilitate the activity and coordinate arrangements for students to meet outside of school for the activity.
- d) We have instituted a social calendar that includes monthly schoolwide social events (a full calendar of our social events can be accessed on our website), including celebration of Pi Day in March, a Career Exploration Workshop for students and parents in May, College Information Night in the fall and spring, an annual bagel breakfast to celebrate the beginning of school in September, and a Pumpkin Fest Potluck in honor of Fall and Halloween in October, a Winter Holiday party, and regular pizza day lunches with free pizza for all teachers and students.
- e) For students who still have difficulty connecting with other students, we have provided information to parents (of possible matches of students and contact information) so that they can help facilitate social interactions outside of school for their students.

The following comments were provided each by one parent:

1. "The needs of students with health issues are different from those of students with learning issues or motivation issues. It is extraordinarily expensive to pay for the absences which preserve the continuity of the teacher/student relationship. I think the students with health issues need Tilden to offer other forms of classes, perhaps with more independent, online work supervised by a

Tilden teacher. Or maybe two students with health issues could share a slot on alternate days, with an agreement to take extra classes in that slot when the other student was absent. It might be very helpful to get families of students with health issues together to brainstorm solutions. The underlying quality at Tilden is so great, everyone's heart is in the right place, and the potential for flexibility is there: I think this problem has a better solution than the ones currently in place."

This particular suggestion was one of many that prompted us to more seriously consider opening our second location. We realized that with more students, we would have a greater likelihood of being able to develop specialized groups, such as a group of students with medical issues who are at the same grade level and learn at the same pace. We could then offer those students a shared slot with the same teacher, so parents wouldn't be paying for such a large number of late cancellations.

We do offer the option for students to use Skype for their classes, and we can send teachers to students' homes if they are unable to come to school. We also decrease the number of class hours when students are struggling with health or other issues, and can then increase the hours when they are more able to attend for longer periods of time. We have also, on occasion, scheduled classes on an as-needed basis when students are completely unable to predict their availability.

2. "Lower cost?" We regularly alert college counselors and high school counselors to refer us students who do not have financial means and need courses to meet college eligibility requirements. One of our directors is on the Board of Gooden College Connection, which is an organization that helps under-privileged students in the West Contra Costa schools get the necessary advising, tutoring and support to attend the college of their choice. We always alert Gooden when we have scholarship openings. We also haven't raised our tuition for three years. Our costs are already on the low end of tutoring centers and schools in the area.

3. "The environment for full-time students could be improved. The desk set-up is cramped and not optimal for learning. Community areas should be integrated into the school—thinking about lighting/colors and the flow of space could make a big difference."

Last year, we added the student lounge and recarpeted the floor. We also changed cleaning companies and the school is much improved. The addition of flat screen computers has also increased desk space for teaching.

4. "Like I said, the video class was kind of a disappointment—not sure what went wrong exactly, but my son reported that the kids didn't put anything into it, which made it frustrating for him."

One of the difficulties with group classes is that students have different levels of motivation, and so individualized classes may have been better for this student. However, this group did put together a final project that reflected work from everyone.

5. "We have students at Tilden who use drugs, not on campus or during the school day, but in their lives. Although there is nothing the school can do about it, it is upsetting."

We have a very strong, no-tolerance policy at Tilden regarding alcohol, drugs, and smoking, and our general response to these issues is summarized in the Parent and Student Handbook (Appendix E). We have, since the last WASC visit, developed our Complete Supervision Program where students who have smoked, are under the influence of drugs at school, or are in possession of tobacco, other drugs or drug paraphernalia are not allowed any free time at school—they are brought by the parents to the teacher, the teachers then accompany them after class to the next teacher, and the parent picks them up from the last teacher. This program is outlined in our Parent-Student Handbook.

6. "We want a mentoring component for our son's experience at Tilden."

We thought this was an excellent idea and have added it to our current action plan. We currently offer it to parents who request this, but will be implementing a more structured procedure for checking in with parents and teachers to see if this can be a useful component. This involves choosing a teacher with whom the student has good rapport and who has mentoring skills, and having that teacher use some class time on a schedule agreed upon by both teacher and parents to talk with the student about his/her future goals, obstacles, etc.

7. "More regular parent-teacher conferences."

We have always offered this option if parents request it, and we coordinate parents' and teachers' schedules. We are planning to be more proactive in offering this option (i.e. rather than waiting for parents to request it, we send an email out saying if parents want a parent-teacher conference, to let us know and we'll arrange it).

Five parents were completely satisfied with Tilden, and commented that no improvements were needed. Two parents noted:

- "None that I can think of. I've been very happy with Tilden Prep and I have recommended the school to other parents whose children are struggling."
- "No improvement needed. Tilden is a great and necessary school program. Thank you!"

The other suggestions provided good feedback and direction for our most recent action plan (Section IV).

Teacher Survey Results 2010-2011

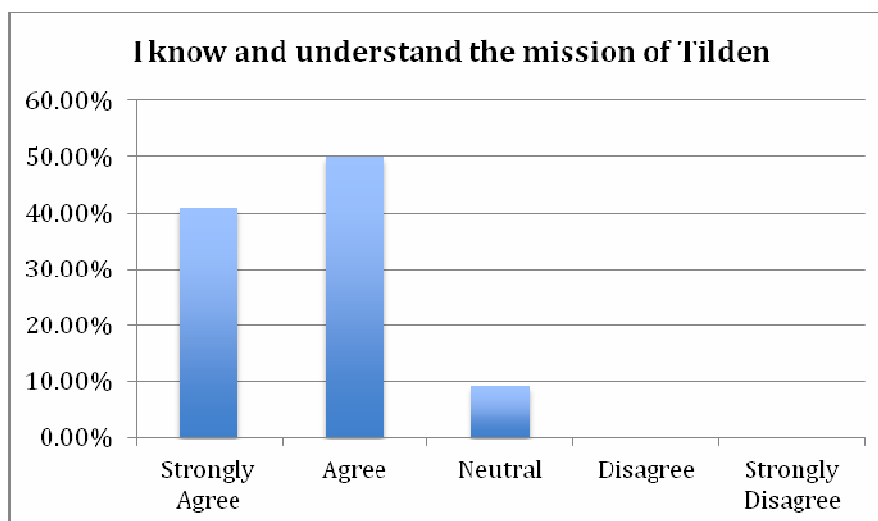
The teacher survey was given for a first time in the spring of 2008 as part of our 2008 WASC Self Study, and has been given again every year since then. Results from the

2010-2011 survey are outlined in Appendix D. As with the Parent Survey, our focus for this three-year term progress report has been strongly influenced by teacher suggestions for improvement, either through these surveys, or from direct feedback from teachers. As teachers regularly provide their suggestions outside the format of a survey, we have already addressed many suggestions along the way. However, the survey provided an opportunity to receive feedback from all our teachers, and provided additional ideas for our most recent action plan (Section IV).

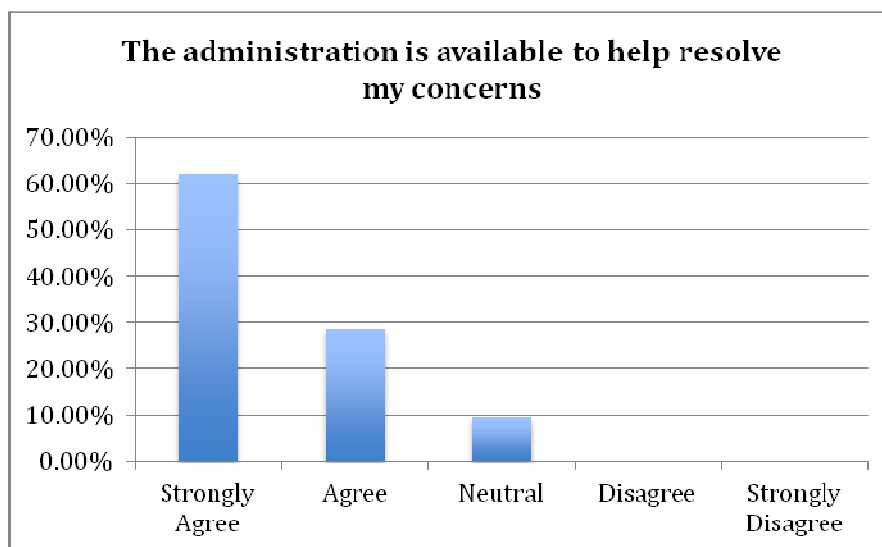
Multiple Choice Questions

There are consistently positive results in most aspects of teaching at Tilden, suggesting that teachers are happy and enjoy working in this school environment. A brief summary of the results from the multiple choice portion of the survey is given below.

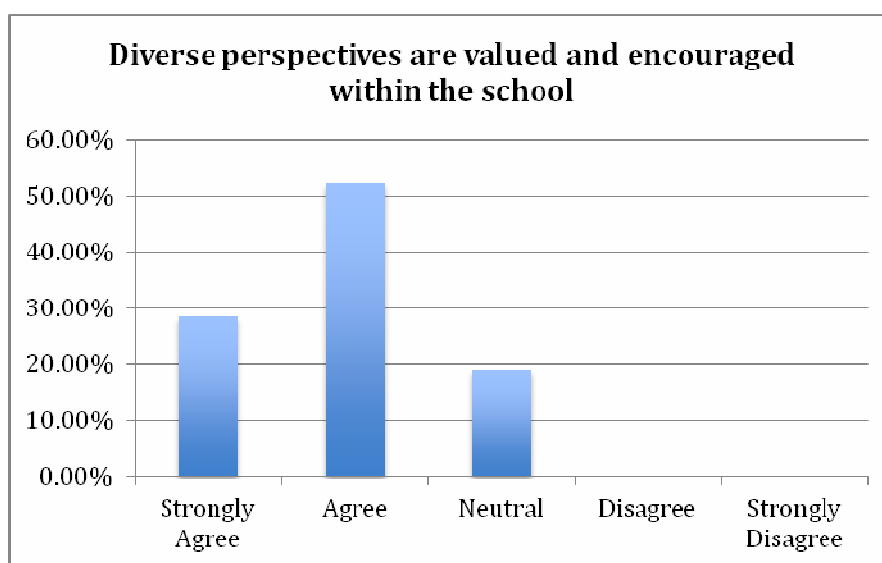
1. In response to the statement, "**I know and understand the mission of Tilden**," 91% of teachers report that they strongly agree or agree with this statement.



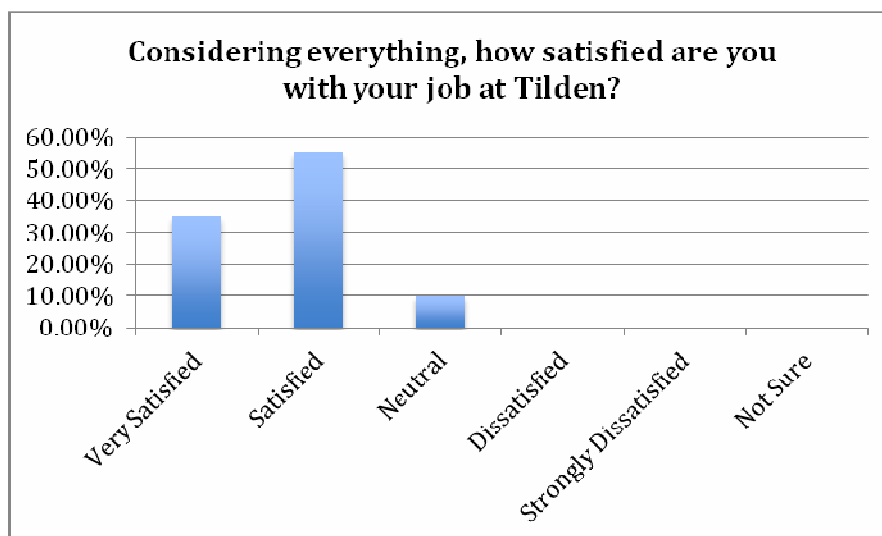
2. In response to the statement, "**the administration is available to help resolve my concerns**," the majority of teachers strongly agreed. These results suggest that teachers feel supported and able to bring their concerns to the administration.



3. 81% of teachers strongly agreed or agreed with the statement, "**diverse perspectives are valued and encouraged within the school.**" This recognition of diversity is important in helping students achieve ESLR #5.



4. In response to the statement, "**considering everything, how satisfied are you with your job at Tilden?**," 90% of teachers reported that they are satisfied or very satisfied with their job.



These graphs provide a glimpse at our teacher survey results. Full results and raw data from which the graphs were created can be found in Appendix D.

The following teacher responses are thus divided into two categories, those that have already been addressed, and those that have not yet been addressed, but have informed our changes.

Suggestions that have been addressed:

1) Is there anything you would like to see improved at Tilden for you as an instructor?

- “More control over curriculum, authority over grading/expectations, more training.” Because our U.C. approved courses have a clear outline of curricula and grading/expectations, teachers are instructed to follow the curricula and grading in order to insure that students are assessed in a standardized way.
- “More opportunities to collaborate/brainstorm with other teachers – a sense of shared expertise/community.”
- “E-library.” We are in the process of investigating this
- “More check-ins with Shary and Karen.” Teachers are welcome to talk to the Co-Directors whenever they wish.
- “Some subjects lack supplemental material (especially history courses), and sometimes I worry that there is not enough standardization in terms of test-taking, grading, etc.” We have been standardizing all tests, and have been adding supplemental materials in all classes.
- “I think there should be some training or at least shadowing done before we are put with students. I had to seek more experienced teachers out on my own and I felt very lost and did not feel prepared.” The Co-Directors and Department Heads meet with new teachers in order to orient them to working at Tilden, and are always available for consultation on an as-needed basis, In our current action

plan, we plan to develop a one-two page written overview of all courses for new teachers. In addition, we are having Department Heads proactively check in with new teachers to see if they need additional help.

- “A class set of books in case my student doesn’t bring their book.” We have several copies of each textbook available for emergency use.
- “Some of the tests are too easy.” Over the past year, we have updated many tests, including tests from publishers that were not challenging enough.
- “At times there is no instructor’s textbook available. I would like to have one available, at least, electronically for easy reference.” We buy Teachers Editions of textbooks whenever it is requested.
- “More control over curriculum, authority over grading/expectations, more training.” Because our U.C. approved courses have a clear outline of curricula and grading/expectations, teachers are instructed to follow the curricula and grading in order to insure that students are assessed in a standardized way.
- “Chairs hurt after 9-hour days.” We invested in cushions for all chairs.
- “I would like to have sick days, preferably at least ten per year. Benefits for teachers of a long tenure at this school that are similar to the public system would also be preferred. More effort should be focused on developing teacher skills through workshops and other programs. There should be some incentive for developing teaching skills outside of altruism. With little oversight of the actual teaching, altruism is all that prevents teachers from teaching ineffectively.”

As of January 1, 2012, we have instituted a policy of sick days; for every 60 hours of work, teachers will receive an hour of sick pay. This has been added to our Employee Handbook. Every year, we provide quarterly in-service trainings to teachers. In September, 2011, teachers requested that these trainings be with our Special Education teacher, Jan McClain, and to have part of each training be presentations of specific students by teachers. In addition, since January 2011, we have provided funds for our Special Education teacher to provide individual training to one or two teachers at a time. The trainings have typically been for four sessions, with follow up sessions as requested by the teachers. All teachers are paid for their time attending trainings.

- “I would like for the teachers to have some paid prep time. It takes time to prepare lesson plans or even just print out all the materials ahead of time. If we were paid one hour and five minutes for each 55-minute class, it would be a huge help. There is a sense that teachers are disposable. Even though I enjoy teaching at Tilden, it seems that it is not the kind of place a teacher can afford to stay full-time. We need to be properly paid overtime when we stay longer than 8 hours a day because students need to finish classes. It is the law and it is not being followed here.”

Teachers are paid overtime if they work more than eight hours in one day or more than 40 hours in one week. In addition, teachers are paid for late cancellations (if a student does not cancel the class by 7:00 p.m. the day before). The average number of teaching hours per week for the year of 2011 was 764,

and the average number of paid time for late cancels was 47 hours per week, which is, on average, one hour for every 16 hours of work. In addition, teachers are expected to grade work in class with the student, so the usual prep time that classroom teachers have is not required at Tilden.

2) Is there anything you would like to see improved at Tilden to assist student learning?

- “It would be helpful to have 1-2 paid hours/week for lesson planning and grading (depending on course load) and answering parent emails. These could be ‘floating’ hours to account for time spent at home or outside of class.” As noted above, teachers are paid for late cancellation hours (where the student is absent) and are encouraged to log time spent on emails with parents.
- “Should give students the option of honors or non-honors.” We have 23 Advanced Placement courses, and are considering adding some honors courses
- “Courses should be longer officially. There should be less discretion in the requirements between teachers. Curriculum should be more standardized so students know what to expect.” Curriculum is standardized in all courses. Courses take as long as needed to work students up to 80% mastery.
- “Again, new teachers should be given more training on how to administer the course (lesson plans, grading, feedback, etc.) so that students are given clear expectations and teachers can provide the appropriate lessons.” It is part of our action plan for the 2011-12 school year to develop a Course Overview for each course.

Suggestions that are in the process of being addressed:

1) Is there anything you would like to see improved at Tilden for you as an instructor?

- “Lighting: need individual desk lamps.”
- “A 30-minute sit-down meeting with a head of dept. about best/past practices and available materials and how to handle difficult students/parents at the beginning and 2-3 weeks into my 1st assignment would have been helpful as a more formal thing, but I resolved all of my questions informally anyway.”
- “Need more social activities to know co-workers.”
- “The lab is often in a horrible condition, and it really is the fault of the teachers, but it makes working in that space very difficult.”
- “More power outlets around desks/cubicles.”

2) Is there anything you would like to see improved at Tilden to assist student learning?

- “A wider selection of (literature) books on campus to browse with students before they select and order/buy them.”

- “Some science labs are not very educative.”
- “The curriculum skips over many important chapters.”
- “Book has typos and isn’t very challenging.”
- “I think departments need to have meetings to discuss teaching tactics and materials. There are few standards and little communication. If teachers meet to share resources, the students will benefit.”
- “Lab kept organized.”
- “Quieter testing spaces.”
- “More project-based assessment in math and science classes.”
- “Covering redox reactions and naming organic compounds in our chemistry curriculum.”
- “Science lab organization.”
- “Better physical environment, better curriculum, more teacher training.”
- “Group projects, interesting capstone development, digital portfolios, structured movement on creative expression time.”
- “Some of the books are not the best out there. Also, some labs could be improved.”
- “There are still a ton of missing resources on the curriculum part of the website.”
- “Some students do not have paper or calculators. If Tilden could have some spare lined paper or graph paper, spare graphing calculators.”

These suggestions are either in the process of being addressed in the near future, or were taken into consideration when developing our updated action plan (Section IV).

Informal Input from Stakeholders

Because we are a small school, most feedback from students, parents, and teachers occurs in the day-to-day course of the school's life, and the majority of suggestions and requests made are responded to immediately. Students and parents are welcome to come talk to the Co-Directors or the student's teachers at any time, and frequently do so.

One immediate way that we respond to student input is in choice of teachers—we allow students to switch teachers if the teacher-student match is not a positive one. We believe that the teacher-student relationship is a critical ingredient in helping the student connect to and learn the course material, and that in a one-to-one setting it is particularly vital. If a student has a pattern of repeatedly requesting new teachers, we address this, but thus far this has never occurred. We have occasions when students have felt that the teacher's teaching style was not ideal for them, or that the personality fit was difficult for them, and they are then assigned a new teacher. In addition, students can request a particular teacher when they start a new course, and we do everything possible to ensure that they have an opportunity to work with that teacher.

A similar process regarding parent input has occurred since the school's inception. For example, parents wanted the option of having a college counselor at Tilden, so we hired a counselor on an as-needed basis. Certain parents also wanted teachers to be a

mentor for their children, and we have instituted this system for certain students. Parents can arrange appointments with either Co-Director at any time to talk about their students.

Finally, teachers are equally welcome to talk to the Co-Directors and propose ideas for changes at the school. Teachers wanted more social interaction with other teachers, and a teacher lounge, so we created a space for this from 12:00-12:30 every day. Other teachers wanted the in-service trainings to be more personalized and specific to their students, so we now have our learning specialist, Jan McClain, conducting trainings and case presentations.

Tilden has received non-survey written feedback since its inception that demonstrates the positive reaction from parents, students, and teachers to the educational program offered at the school. We have provided a few recent examples below to give a flavor of the kinds of responses we receive on a regular basis (many more are archived for our records):

- 1. Entry to Berkeley Parents Network, January 2011:** "We looked at several private schools in the East Bay for our daughter and ended up at Tilden Prep on Solano Ave. Most instruction is 1 to 1, so the students go at their own pace. Bright students move through material quickly, and since the teaching is tailored to fit the individual, there is little wasted time. Many students end up being able to take extra classes. One of our daughters graduated last June and got into all the colleges she applied to."
- 2. Parent email to Tilden teacher and staff, January 2011:** "Alex got 97% on his math test right before break, and HE has awakened ME these past two mornings [to go to school]. 'Let's get going, Mom!' And I see a new spring in his step as he jumps out of the car to get on BART."
- 3. Email from a Tilden Student to Co-Directors:** "My experience at Tilden has been beneficial to me and has provided me with new opportunities in my life beyond school. I have much better study habits and am (mostly!) enjoying the challenge. I am happier working harder even though last year's habits (before Tilden) have been hard to change. I am hopeful that I can continue to progress with the high standards that you set at Tilden."
- 4. Entry to Berkeley Parents Network, January 2011:** "I highly recommend Tilden Prep on Solano Ave in Albany. The school offers excellent college prep classes taught by engaging teachers who know their subjects well. The course can begin at any time and the student works at his own pace. Our son completed his AP Chemistry class there during the summer—a very challenging course—and had a great experience. He is now finishing his senior year and has been accepted to the four colleges he has applied to."
- 5. Student card to Co-Director, January 2011:** "Dear Ms. Nunan, I just wanted to thank you for everything you have done for me this past year. Deciding to go to Tilden

was one of the best choices I have made through high school. This is the only school I have truly felt comfortable at and have enjoyed. Attending Tilden has put me on the right path and has brightened my future. I have learned so much from everyone here including the students...thank you for making this year one of my best."

6. Parent email to Tilden teacher and staff, December 2011: "It seems like you and our son have figured out the optimum delivery method for Geometry. This is the most stress-free math experience he has ever had, and we thank you and Tilden for that."

7. Teacher Card to Co-Directors, December 2011: "Thank you for your mentorship and for welcoming me to the Tilden family."

8. Parent email to Co-Directors, December 2011: "We appreciate all the support you have given our daughter in her junior and senior years at Tilden as she regained confidence and renewed her interest in learning. She made wonderful friends during her time there and benefitted from both the teaching philosophy at Tilden and the dedication of her teachers. Our daughter would not be where she is today without the experience she had in your care at Tilden."

9. Parent email to Co-Directors, July 2011: "My feedback is top-notch for the entire Tilden experience. As the father of an 8th grade girl who could not cope with her middle school social dynamics, and needed to limp through 8th grade to get to high school, I give the school very high marks. I mainly dealt with Shary from the school leadership side and she was great on advice, and very supportive of our plan to get our daughter back into her middle school, and then into a mainstream high school.

I have recommended Tilden to many people, and actually think that there is a lack of awareness of the range of offerings that Tilden has in the Bay Area. I know my daughter's middle school, Beacon, was impressed to see how things could work to help kids get through mixing the two together. The school was a life saver for us, and we highly recommend it."

10. Parent Email, April 2010: "Thank you for a life changing opportunity for our daughter."

11. Parent Email, December 2009: "Our daughter has been sharing her enthusiasm about what she is doing in psychology class. This is the first time in a long time that she seems engaged and excited, and motivated to learn more. What's most exciting for her dad and me is that she seems to be beginning to recognize how she might fit into the world, that she has some special talents and skills to offer others, and that she can make a very positive impact. I wanted to thank you for creating such a positive learning environment for our daughter, and encourage you to continue doing whatever you're doing!

P.S. A few months ago I read *The Element*, and watched the TED lecture by Ken Robinson. I was raving about it to our daughter, and had recommended that she read

it. Well, yesterday she came home from school and she shared the TED lecture with her dad and grandparents, who are out here this weekend visiting. And this morning she curled up on the couch with a book in hand, eager to read *The Element*.”

12. Teacher Card to Co-Directors, December 2009: “It has been a privilege to teach at SIL and I thank you for having given me this opportunity.”

13. Entry to Berkeley Parents Network, March 2009: “My son attended the School for Independent Learners (now named Tilden Prep) during the summer of 2008. He is a student at Berkeley High School and had been ill (with Mono) his junior year. He had fallen behind and need to make up 2 classes, Chemistry and Math Analysis (pre-Calc). It was very important for him to complete these classes prior to his senior year and college application. The School for Independent Learners, located on Solano Ave in Albany, was a wonderful experience for my son. He took both classes with a teacher one-on-one. He learned the material and was able to complete the classes at his own pace. My experience as a parent was very positive as well. Daily progress reports were posted and my phone calls were always returned the same day. I would recommend this school for students that want to make up work, complete classes over the summer for any reason, or want to work at their own pace.”

14. Entry to Berkeley Parents Network, March 2009: “My son, too, struggled with similar problems—wasn't engaged with his high school classes, spent way too much time on the computer playing video games, and was not very social. He also struggled with anxiety. I took him out of his too large and too hectic high school and he is doing much better at the School for Independent Learners in Albany. The directors, Shary and Karen, are fantastic, and so are the teachers. I wish I'd known about this school when my son first began high school. It is wonderful to see him excited about learning.”

Expected Schoolwide Learning Results

Tilden Preparatory School is guided in its administration and teaching by the Expected Schoolwide Learning Results (ESLRs). Our goal is that upon completion of coursework at Tilden, students will be:

1) Academic Achiever who:

- (a) Are well-prepared to continue their education and achieve post-secondary goals
- (b) Enjoy success in school and produce quality work to their full potential
- (c) Use written and oral feedback to assess and improve progress
- (d) Feel confident about themselves as learners

2) Effective communicators who:

- (a) Write and speak clearly
- (b) Are able to listen effectively and read with comprehension

(c) Articulate their needs in a responsible and respectful manner

3) Competent users of technology who:

- (a) Use computers to convey thoughts and ideas
- (b) Use the Internet effectively for research and further exploration
- (c) Use technology to demonstrate what they have learned

4) Self-directed learners who:

- (a) Set and work towards personal goals
- (b) Are aware of the learning strategies that work best for them
- (c) Identify when they need assistance and request help in an appropriate manner

5) Responsible members of the community who:

- (a) Demonstrate consideration and respect for the community
- (b) Engage and participate in their classes to enrich their learning
- (c) Are aware of their role in the global community (for full-time students)

Academic self-worth is the basis of Tilden's program, and we consider this in all decisions made throughout the program.

These ESLRs were modified from their original version developed at SIL Los Altos prior to their first WASC visit in 2005. They are provided to every parent and student upon entering Tilden, and to all teachers as part of their orientation process. In the process of the WASC three-year term progress report, Tilden has determined ways to improve the school in order to further support students' ability to meet these ESLR's, but did not find a need to add to or revise them.

Section II: Significant School Changes and Developments

Since the last WASC visit on November 17-19, 2008, Tilden has made significant changes in every arena of the school. Some of these changes address the "Critical Areas for Follow Up" cited in the 2008 WASC Committee Recommendations, while others were made as a result of the ongoing feedback system Tilden has in place at all times (i.e., Student Questionnaires, Parent Surveys, Teacher Surveys, and informal feedback from all stakeholders). The following section includes a summary of these changes.

School Facility Growth

The growth of Tilden has been consistent since its inception in September 2006. With the addition of more students and teachers, we have created more cubicle spaces for teachers and more group spaces for our small group classes. Since the acquisition of the downstairs suite in December 2009, we have created a student lounge, study hall area, and an additional group class space. The group class space has also served as an art studio for group art classes.

The addition of students has meant more thorough and frequent cleaning around the school. We have hired a cleaning service three times per week to help us keep the school clean and presentable.

Most recently, in response to numerous urgings from the East Contra Costa community, we have opened a second location in Walnut Creek, which allows us to meet the needs of a larger range of students.

Staff Development

Staff Growth

As Tilden's student population has increased, we have added one additional full-time administrator and one part-time administrator to our team. We now have two administrative assistants, along with the two Co-Directors. With the addition of the second administrative assistant, we are better able to meet the demands of teachers, students, and parents. We have also hired a full-time Administrative Assistant and Principal for our Walnut Creek school.

We have hired many more teachers so that we can maintain our scheduling flexibility for our students and accommodate more students. Having additional students has also allowed us to hire teachers for a broader range of classes. For example, we now have a teacher for American Sign Language, a popular language for many of our students.

Because Tilden's population has grown so much in the past few years, there has been an increased need for additional academic supplies. We have gradually purchased

more textbooks, lab supplies, workbooks, novels, etc. to meet this need. We have also upgraded to newer editions or higher-quality textbooks during this transition.

Staff Development

While we have always met regularly with teachers on an informal basis to provide feedback to them about their work, Tilden began conducting formal teacher evaluations in September 2011. The evaluations consist of a self-questionnaire which the teachers fill out, and then discuss with the Co-Directors in a half-hour-long meeting. The questionnaire asks teachers about their best qualities as a teacher, what they wish to improve in their teaching, etc. We will evaluate this new system following our 2011-12 school year, and elicit feedback from the teachers as to what was helpful and what could be improved upon.

In response to teacher requests, Tilden began quarterly continuing education seminars on various subjects, including teaching students with learning differences, conduct problems, and strategies for motivation. For example, on May 11, 2011, Jennifer MacDonald-Peltier from the Center for Assistive Technology conducted a teacher training on DraftBuilder, which helps students with writing difficulties. In addition, during the past year, Jan McClain, our Learning Specialist, has conducted smaller, four-week training seminars with one-two teachers at a time, in order to provide teachers with an opportunity to present cases of students with particularly challenging learning differences, and to learn more in-depth information about how to approach such students, as well as learning-challenged students in general. Teachers have reported their great appreciation of these seminars.

We have also made an effort to help teachers to feel welcome and a part of the Tilden community. Each Tilden location has a Teacher Lounge, and has outfitted teachers with Tilden polo shirts, jackets, and water bottles. We have also held an annual Winter Holiday dinner for teachers and administrative staff, Teacher Appreciation Lunches for students, parents, and teachers, and potlucks just for teachers, all of which provide a time for teachers to socialize and get to know their colleagues.

Teacher and Department Head Meetings

Tilden has All-Teacher Meetings and Department Meetings, one at the beginning of the school year, and subsequently on an as-needed basis. These meetings are mandatory, and teachers are paid for their time. During the All-Teacher Meeting, the Co-Directors give a brief update as to any policy changes that have been made, as well as recent parent and student feedback. Teachers are then asked for any reflections and complaints they may have. The meeting is meant to be informative, and to serve as an open discussion forum where teachers and administrative assistants can voice concerns, give feedback to Co-Directors, and make plans to move forward.

Department Meetings often take place following the All-Teacher Meetings. Teachers break down into groups based on department, and the Department Head gives a brief

update as to any changes in testing material, etc. Teachers are then invited to give feedback to Department Heads. These meetings provide a smaller group to discuss the progress of the department. Department Heads are also required to have office hours when they can meet with teachers one-on-one to discuss concerns.

Lastly, we have instituted weekly administrative assistant meetings with the Co-Directors to make sure we are all on the same page and provide a way for the administrative staff to voice comments and concerns. These administrative assistant and teacher meetings address #4 of the "Critical Areas for Follow-Up" cited in the 2008 WASC Committee Recommendations.

In addition to formal meetings, Department Heads and all teachers are welcome to, and do, come into the Co-Directors' office on an informal basis to discuss specific students or overall concerns, and are also invited to talk informally with other teachers to receive feedback on teaching techniques. If a teacher raises a concern that affects others at the school, we follow up with conversations with Department Heads or other relevant staff in order to address such concerns in a timely manner. We have found this system to be the most effective way to facilitate change quickly and efficiently at Tilden. For example, students often take their tests in our supervised study hall (supervised by a teacher), but one study hall teacher was concerned about the potential for students cheating on their tests when they are still working on them during the five-minute break between study halls. We held a Department Head meeting to discuss this problem, and instituted a new policy whereby tests are collected at the end of each study hall, then provided again at the beginning of the next study hall. Emails were sent out to all teachers about this policy change.

Academic Growth and Curriculum Development

With the help of our Department Heads, we have been able to gain UC and College Board approval for more courses, thus increasing and diversifying our curriculum. We are now offering more low-fee group classes and study halls. We are also in the process of placing all curriculum and other teacher resources online, for easier teacher access. This is an ongoing process, since we are also actively working on creating more courses each year to submit for approval.

We have had, in particular, requests to create Honors classes (we currently have regular and AP classes), and are in the process of developing Honors classes as a result.

Standardization of Grading Policy

Each course now has a designated grading system, whereby a certain percentage of the grade is based on exams, coursework, and participation. All teachers are expected to follow the rubric outlined for the specific course. Department heads also meet with new teachers, orient them to our grading policy, and check in with them to make sure

they are grading appropriately. This improvement addresses one of the recommendations of the 2008 WASC Visiting Committee Report.

Standardization of Testing

The Co-Directors have elicited feedback from teachers and all the Department Heads regarding our need for standardized testing, and it has led to spirited discussions on the matter as well as major changes. Over the past year, Tilden has asked teachers to develop a standardized testing curriculum for each class that will be placed online, including both chapter tests and final exams as well as answer keys. The new tests assess concepts covered in each course based on our new curriculum guides.

Many classes have multiple testing options for students depending on the type of learner he/she is. For example, the Biology curriculum has both chapter tests and unit tests, allowing students to choose which method would be the best fit for them. Final exams are available in all courses except English courses (where essays are assigned), and many courses have multiple versions.

For students who need backup tests, we now have test generating software for Geometry, Algebra 2, Precalculus, and Statistics. We also have backup tests for Biology, AP Biology, Chemistry, AP Chemistry, and AP Physics. We are working on developing backup tests for our other courses.

Another new development is that students now take their tests outside of class time in study hall, unless parents have approved taking tests during class time with teacher supervision (a viable option for a student who needs support to address test-anxiety and other issues that interfere with showing his/her full understanding of the material on tests). This increases the amount of time students have to work on course material with their teachers, and also provides a standardized test setting for all students.

Tests are now all accessible to teachers through the progress reporting system, and teachers are able to print out these materials in preparation for their students. This ensures a standard means of testing students and increases the security of testing materials (online materials have replaced our binder system, which were more easily accessible to students). This improvement helps to address #1 of the "Critical Areas for Follow-Up" cited in the 2008 WASC Committee Recommendations.

Administration of PSATs and SATs

Tilden began administering the PSAT in October of 2009 in response to WASC committee recommendations. We have administered it every year since then. We also administer proctored SAT practice tests, SAT and ACT exams, and extended-time SAT and ACT examinations to approved students. This improvement helps to address #1 of the "Critical Areas for Follow-Up" cited in the 2008 WASC Committee Recommendations.

Expansion and Training for Advanced Placement Classes

Tilden has made a number of improvements regarding AP classes to better prepare our students for AP exams. Tilden now administers AP exams, and does test preparation within the body of the course, including administering a practice AP exam at the end of the course. This has been the single most effective change in improving our students' performance on the actual AP exam. We have also improved all AP curriculum guides to insure that they cover the material thoroughly.

We do not prohibit students from taking AP courses, even if such a course appears to be beyond their capacity. Most of our students have experienced significant academic failure prior to coming to Tilden, and the desire to take an AP course is often an indication that they have developed confidence and pride in themselves as learners, and that they want to flex their newfound academic "muscles." Taking an AP course is both a way for students to challenge themselves and good college preparation, even if they don't score within a range that will result in college credit. Due to this policy, our overall AP exam scores are lower than would be the case if we only allowed students to take these courses by teacher recommendation.

In addition to the above changes, we have also sent teachers to the College Board AP teacher conference, so they can come back and provide training and information to our other AP teachers. Attendance at this conference gives teachers a better understanding of what successful students on the AP Tests must be able to do. AP teachers have also met and discussed best practices, in order to help improve our students' AP scores.

These improvements address #2 of the "Critical Areas for Follow-Up" cited in the 2008 WASC Committee Recommendations.

Lab Organization

The experiments and laboratory materials have recently been reorganized by our new Department Head, based on feedback elicited from teachers in the department. This has involved terminating some of the experiments that either didn't work reliably or did not serve as good teaching tools, and upgrading some of the experiments. All labs are now located in boxes next to the lab station, one box per experiment, and are arranged based on subject matter. Each box contains at least two sets of chemicals and any other materials necessary for the lab, while the glassware and reusable material is located in the kitchen cabinets above the lab station. Teachers inform the Department Head or the front desk as soon as an item runs out so that new supplies can be ordered.

Elective Development

More electives are now being offered, including chess, computer science, drama/performance, and American Sign Language. Our Literary Magazine, which was

the product of one of these electives, included student poetry, short stories, memoirs, paintings, drawings, and illustrations.

We have also instituted a low-fee group elective option for \$10 an hour, with the intent of offering larger classes to students. Classes offered at this rate include astronomy, music, health & physical education, drama, and art. If three students are interested in taking the class, we can offer this option.

Technological Improvements

Computers

We upgraded our old eMac computers to newer, flat-screen, iMac G5 computers. This has provided the school with faster computers, which are a much better resource for both the teachers and students. Students are now able to complete research with more ease. Our computer programming students are also able to complete additional assignments on these computers. Teachers are now able to access better supplemental materials, such as video demonstrations of more involved science labs or videos that help with cultural or language understanding for foreign language.

Progress Reporting System

At the time of the last WASC visit, teachers were completing online progress reports after every class to provide updates on student progress to the parents, including whether homework was completed, what homework was assigned, what the student accomplished in class, and any other information relevant to the learning process and the ESLRs. This system has been invaluable in keeping track of student progress, and allows for quick intervention if such progress is delayed for any reason. These progress reports have allowed parents to be closely involved in supporting their students, and substitute teachers to know not only the information the student needs to cover, but what aspects of the student's learning style might impact the lesson. Parents are able to institute at-home rewards and consequences in a more timely manner, which has had a positive impact on student follow-through, and all stakeholders are able to keep track of whether the ESLRs are being successfully met.

Since the last WASC visit, a number of improvements to the progress reporting system have been made. We have implemented an online billing system to track student charges, payments, and balances. Through their account, parents can view how much money is left in their account, when payments were posted, and all charges that were incurred. The system also sends out automatic emails to parents when their register is low, with their monthly estimate, so they can replenish the register. We charge by the month, rather than an annual tuition, and reimburse parents with any unused funds. Students have a separate account which does not include billing information, but includes progress reports and homework.

Teacher communication through the progress reporting system has also been

expanded. Teachers can now inform the Co-Directors and administrative staff about their availabilities and vacations through the system. Teachers may share resources within each department, including websites, articles, and other resources pertaining to their subject areas. Lastly, we have added a confidential information section about each student, which allows teachers to share information about how best to teach the student, what techniques have worked in the past, and any other pertinent information.

The following is a list of additional improvements that have been made to the progress reporting system:

- Group and study hall appointments are now available
- Parent and student contact information is online
- Automatic transcripts for students, including classes taken at Tilden and classes from any transfer school
- Automatic emails are sent to teachers who get behind on their progress reports and to parents in the case of a substitute assignment
- Students can track community service requirements
- Tracking students' missed classes
- Grade reports for each teacher, which aids in standardization of grading
- Reports on Course Completion rate and other information that helps us assess the effectiveness of our program have been developed
- Student Surveys are now available through the progress reporting system, which automatically compiles statistics for us to use in our assessments of our program.

Google Groups

Google groups have been created for parents. These groups provide a place for Tilden to make announcements to parents, including schoolwide events and college talks. Students have the option to join a Facebook group that is run by one of our administrators. This group alerts students to social events and provides a forum for them to converse and get to know each other.

Development of Social Activities and School Community

One of the concerns in having a full-time school for students with the Tilden model is having enough social interaction between peers. In order to address this concern, we have arranged several options.

a) There is an all-school lunch time from 12:00-12:30 p.m. daily. Coordinating schedules amongst students allows them to meet and socialize during lunchtime. The majority of students have lunch in the student lounge, which has comfortable seats and carpeting, or in the central foyer or upstairs. Students are allowed to spend time in these areas between classes as well.

b) We have further developed the elective opportunities arranged specifically for Tilden students, and have added low-fee elective courses (Digital Photography, Studio Art, Astronomy). These courses are offered at an extremely low cost to parents in order to

make it possible for all Tilden students to attend group classes if they wish.

c) We have arranged to provide a teacher, if requested and/or needed by students, to help run clubs that reflect student interests. For example, we have a Japanese club that is run by our Japanese teacher, for students who would otherwise have difficulty maintaining attendance and structure to continue the club.

d) Supervised study halls are now provided during several hours of the day during the school year (10:00am, 11:00am, 12:30pm, 1:30pm, and 2:30pm), and provide an opportunity for groups of students to complete homework with the help of a designated teacher.

e) We now have a social calendar that is accessible to parents, teachers, and students. This calendar includes a number of schoolwide events that serve as a time to mingle within the school community, and also become involved in the larger community. Below is a list of some of the schoolwide events that have been held:

- Monthly lunches for students (parents are sometimes invited) such as free pizza lunches, our Winter Holiday cookie exchange lunch, Halloween lunch, etc.
- Breakfasts brought by parents for all students
- Pi Day
- Alameda County Food Drive
- Donations for relief effort in American Samoa
- Open House and booth at the annual Solano Stroll
- Biannual Open House
- Annual Graduation & Awards Ceremony in May
- Tilden Art Show at the graduation ceremony
- College and Career Workshops
- College Information Sessions
- Organized community service activities for students outside school hours that provide social opportunities and also fulfill our annual 15-hour community service requirement.
- We hope to offer larger social events due to the fact that we now have a larger student body across the two locations. For example, we are planning to offer all-school community service projects, graduation, school dances and other social events.

Scholarship Opportunities

Tilden has scholarships for students who need Tilden services but are unable to financially afford them. Since the last WASC visit, we have revised our scholarship policy by increasing the number of students receiving a full scholarship course to 10% of our full-time students. For example, if we have 50 full-time students, we will offer full scholarship courses to 5 students. As our number of full-time students increases, the number of students taking individual courses at no charge will increase as well.

Scholarship students are primarily referred by their school counselor, or on occasion by their college counselors.

We continue to offer partial scholarships to families who are struggling with some form of financial hardship on an as-needed basis. The total number of such students is generally equivalent to the full-time scholarship students, i.e. 10% of our full-time student enrollment.

Policy Changes

Cancellations

Tilden Prep offers a late cancel policy for teachers, so that if their student cancels after 7 p.m. the night before their scheduled session, teachers are still paid for that hour. We also have a policy whereby students may cancel before 7 p.m. the night before if they will not be at their scheduled session, and parents will not have to pay for this time.

We have noticed that several students have made a habit out of canceling their scheduled session, which often leaves teachers without pay for that time, but they also end up having a reserved time slot that is empty. Due to the fact that teachers expressed their unhappiness about this loss of income, we have implemented a policy whereby if a student cancels his or her class more than five times per semester of a course, the teacher is paid for their time. This provides open time for teachers to use as prep time for their other courses or for personal matters.

Employee Handbook

We have hired a Human Resources consultant to review our Employee Handbook in order to make sure that it is consistent with updated Employee Labor Laws. We are in the process of completing this update.

Academic Organization

New policies have been established to increase organization of student files and coursework. All student work and tests are now kept in an alphabetized file system so that teachers and substitutes have easy access to student coursework. At the end of the semester, coursework is returned to the student with the exception of tests, which are discarded at the end of the course. After a course is graded, the course report (including the student's grade and a summary of progress reports) is printed out and placed in the student's folder. Lastly, all students and teachers now have picture ID cards.

Role of the Advisory Board

The Advisory Board meets quarterly on a formal basis, and board members are consulted informally on a much more frequent basis between quarterly meetings to discuss day-to-day decisions. All decisions that are critical to the viability of the school

are discussed at the quarterly meetings. The Advisory Board offers input in the following areas:

- The Board advises in the creation of the school's mission and purpose. The board reviews the mission and purpose periodically as needed for accuracy and validity.
- The Board helps to ensure effective organizational planning. As the advisor to the school, the board participates in an overall planning process, and assists in implementing the plan's goals. The board should help management to develop business plans, policy objectives, strategies, and priorities.
- The Board helps manage resources effectively. The board reviews plans and strategies of the school, and advises the management on both potential effectiveness and financial viability.
- As needed, the Board advises the school on programs and services. The board's role in this area is to help ensure that programs are the most consistent with an organization's mission, and to monitor their effectiveness.
- The Board is one of the organization's links to the community.
- The Board helps to ensure legal and ethical integrity and maintain accountability. The board advises the school on the establishment of pertinent policies and procedures (e.g., personnel policies, student behavior policies, grievance procedures, financial and scholarship policies).
- The Board advises the school on teacher compensation, tuition, scholarship and any major other financial decisions as needed.

This improvement addresses #5 of the "Critical Areas for Follow-Up" cited in the 2008 WASC Committee Recommendations.

Input of Stakeholders in the Action Plan

We are motivated to meet the needs of our parents, teachers, and staff. If we don't meet their needs, our program will shrink. Whenever anyone makes a suggestion, we are quick to address it and determine if it is a change we can realistically make, and that would better meet our ESLRs. The fact that we experienced so much growth during a seriously distressing downturn in the economy is clear evidence that we are implementing the suggestions of all stakeholders.

We have instituted annual individual meetings with each teacher to discuss specific policies that are or are not working at Tilden. We have also begun exit interviews for employees to learn what did and did not work at Tilden during their period of employment. For example, when our two-year Administrative Assistant left, we had a two hour exit interview to talk about ideas he had for improving Tilden. We have implemented almost every one of his suggestions; the primary suggestion he made was to add another location in East Contra Costa area because of the number of requests he received about this. Those that were not implemented are part of our action plans for 2011 and 2012.

We also have weekly meetings with our Administrative staff and in those meetings we solicit input about changes that need to be made at Tilden. For example, our administrators suggested we get additional administrative assistance help to get all our curriculum online, and we immediately hired a college student who had been coming in weekly and scanning curriculum; when this was moving too slowly, we purchased a high-speed scanner to add curriculum at a faster pace.

These improvements address #3 of the "Critical Areas for Follow-Up" cited in the 2008 WASC Committee Recommendations.

Section III: School Process

Tilden Preparatory School uses a comprehensive process to develop and monitor the Schoolwide Action Plan. Because we are a relatively small school, all stakeholders are welcome to make suggestions and provide feedback at any time to the Co-Directors, and this happens on a regular and frequent basis. In addition, surveys are provided to parents and teachers on an annual basis in order to elicit feedback in a more structured manner. The Co-Directors hold an all-school meeting of teachers and administrative assistants at the beginning of each school year, and conduct teacher evaluations each year. These meetings and evaluations provided additional opportunities for teachers to give feedback about the work environment. The Co-Directors also meet on a quarterly basis with the Board of Directors, and provide a comprehensive update on changes made to the school, and on feedback given by individual stakeholders and through surveys. The Board then provides feedback about the direction of the school and suggestions for improvements. Changes to our action plan are developed directly from input given in these ways.

The Co-Directors oversee the implementation of any updates to our Action Plan, taking into consideration all the input provided by students, parents, teachers and our Board. Implementation occurs on an ongoing basis, as we are usually able to implement new additions to our Action Plan more quickly than would happen in a larger school. For example, when we added the Action Plan #5 to open a new location of our school, this was implemented within a month of the Board meeting in which we discussed this option.

The Schoolwide Action Plan is a living document that can be changed throughout the school year as students, staff, parents and Board members suggest improvements to the program. Changes are discussed with all stakeholders through meetings, emails and announcements, and the Co-Directors take into account each response received by stakeholders.

This three-year report was prepared by one of our part-time teachers, Julia Nunan-Saah, with the help of the Co-Directors, and was presented to the Board of Directors, as well as made available to all stakeholders. Copies of the Schoolwide Action Plans for the past three years are provided in Appendix J, K, and L.

Section IV: Schoolwide Action Plan Update

Many of the outstanding aspects of our school are highlighted in the data and program analysis presented in the previous chapters of this report. The vast majority of students who attend Tilden Preparatory School receive an excellent academic education. As students, staff, and parents at Tilden, we all have the privilege of learning and growing in a uniquely diverse and supportive community. At the same time, since the last WASC visit in 2008, Tilden has identified areas of growth that we are committed to addressing in the future, and our 2011-2012 Schoolwide Action Plan focuses on these areas. We have identified these areas through the information gathered from student, parent, and teacher surveys, informal feedback from all stakeholders, meetings with Department Heads and Board members, and the 2008 WASC Committee Recommendations.

On-going assessment of student success at Tilden through our progress reporting system, our regular surveys given to all stakeholders, and regular meetings with staff, will ensure that we continue to stay focused on meeting the needs of each student at Tilden. It is our intention that the action plan be a living document that guides our actions and is revised as new needs, new data, and new challenges present themselves.

Action Plan Goal #1

Develop and standardize curricula that incorporate appropriately challenging, relevant, and engaging learning experiences for all students, and address Tilden's ESLRs.

ESLRs Addressed: #1, #2, and #4

Rationale and Progress

Parent and student surveys indicate that there is a desire for additional curriculum, while teacher surveys and our 2008 WASC Focus Group Report suggest that curriculum should be more standardized. To this end, we have focused our efforts in our most recent action plan toward expanding our course offerings while standardizing both our old and newly developed curricula.

Expand Course Offerings

Tilden Preparatory School has worked to expand course offerings at all levels. One of our key accomplishments has been in the addition of low-fee elective classes, which provide students with an opportunity to get to know other students in the context of academics and learn to work together. Students and parents have both given very positive feedback with regard to this change, through surveys and informal meetings.

Currently, all of our a-g courses have detailed written curriculum that follow California State standards and U.C. approved course outlines. However, we have some subjects (i.e., Environmental Science, AP Biology, AP Physics) that need further detailing, and we have had requests from parents and students for additional curriculum in a few areas. In particular, students have requested the following courses, which have been developed since 2008:

- Japanese – Foreign Language
- Mandarin – Foreign Language
- Computer Programming – Elective
- European History – Social Sciences
- Astronomy – Elective

Developing courses at the request of students specifically bolsters components of ESLR #1, especially creating academic achievers who enjoy success in school and produce quality work to their full potential, and feel confident in themselves as learners. In these newly developed courses, students are able to pursue subjects that really peak their interest and that they can be passionate about, which enhances learning in all subject areas.

All new curriculum and curriculum guides are designed to accomplish the following:

- Ensure attainment of ESLRs and content standards
- Improve curriculum and alignment of curriculum with state content standards
- Improve student academic achievement
- Ensure that students have opportunities to challenge themselves to reach their full potential
- Define and ensure quality across all instructional programs
- Standardize course assessment, rubrics, and grading

Standardize Curriculum

We have also worked to standardize our curriculum and grading in response to requests from teachers and one of the critical areas for follow-up cited in the 2008 WASC Focus Group Report. We have developed evaluation rubrics for each subject and level within the humanities courses. In all of our U.C. approved courses, we have adopted textbooks that correlate to the California State Standards, and all of our study guides, tests, and grading rubrics are designed to guide teachers to teach to the textbook and to the California State Standards.

We have also begun work on developing a 1-2 page overview of each course that will serve as a guide for teachers in what must be taught in the course and even more specific details about how grading should be done. This was our most recent addition to Action Plan Item #1, developed in response to a Department Head Meeting discussion about standardizing grades. The anticipated completion date for these

Course Overviews is Spring 2013. Departments have also worked on modifying their course Curriculum Guides in order to aid in this standardization process.

The following is a list of some changes that have been made to our Curriculum Guides:

- UC Doorways syllabi have been developed for each course, which include details of course assignments and evaluation
- Algebra 2/Trigonometry Curriculum Guides were updated to align with the Holt textbook
- AP Calculus AB/BC Curriculum Guide was revised to include specific descriptions of technology usage in our AP math courses for College Board approval
- We are in the process of developing Curriculum Guides for AP Statistics to align with our current textbooks

In addition to modifying our curriculum guides and developing grading rubrics, we have developed new tests and worksheets that can be used and adapted for all students. Curricula that have been developed in the last three years include the following:

History and Social Studies

- US History: 40 chapter tests, 6 semester finals, study guides for all tests, 21 practice tests, famous people quizzes
- World History: 20 unit tests, 6 semester finals, 12 study guides/practices
- Economics: 12 unit tests, 3 semester finals, 6 practices, 6 study guides
- Government: 18 unit tests, 2 semester finals, 9 study guides
- AP Government: exams, homework assignments
- AP World History: 5 unit tests, 2 semester finals, 40 timed essays, 12 study guides, 5 homework assignments
- AP Comparative Government: 4 unit exams, practice exam, final exam, 4 study guides, course notes, 2 homework assignments

Math

- Geometry: final exams (2 versions), assignment guides
- Algebra 1: assignment guides
- Algebra 2: final exams (2 versions), assignment guides
- Algebra 2/Trigonometry: final exams (2 versions), assignment guides
- Precalculus: final exams (2 versions), assignment guides
- AP Calculus: compiled teaching resources

Science

- Science 8: chapter tests
- Modified Science 8: chapter tests
- Biology: new chapter tests that better reflect material & answer keys, alternate chapter tests & answer keys, lab manuals online
- Chemistry: chapter test answer keys, multiple choice practice chapter test, lab manuals online, retests and answer keys

- Physics: chapter tests and answer keys, retests and answer keys
- AP Biology: AP Free-Response Tests & answer keys, multiple choice chapter tests, short answer unit tests
- AP Chemistry: AP Free-Response Tests & answer keys, chapter summaries, multiple choice tests
- AP Physics: AP Free-Response Tests & answer keys, multiple choice exams and answer keys
- AP Environmental Science: AP Free-Response Tests & answer keys, multiple choice chapter tests & answer keys
- Earth Science: curriculum has been developed (pending approval)

Foreign Language

- Latin 3: chapter tests
- French 1: updated chapter tests to better reflect book and lesson
- French 2: updated chapter tests to better reflect book and lesson
- French 3: updated chapter tests to better reflect book and lesson

Electives

- Computer Programming Semester I: tests and homework assignments

In response to these changes, we have seen positive feedback from teacher surveys and Department Head meetings regarding the standardization of curriculum. This indicates a positive impact on curriculum and teaching, which translates to improvements in student achievement of the ESLRs. We have also begun to administer PSATs, SATs, and ACTs at Tilden; these scores give us further evidence that the new curriculum has strengthened student performance (see Appendix H).

Critical Areas of Follow-Up Addressed

- Continue to work on standardized grading policy
- Continue to expand the AP Program
- There is a need for more standardized testing that can be used to compare SIL's student achievement with other similar schols. PSAT data, STAR data and CAHSEE data could validate what SIL teachers and students are doing.
- Continue building on the foundation laid for increasing student personal and academic growth.

Growth Target

Develop curricula for more student-requested and U.C. approved courses, and develop standard methods of assessment for all curricula over the next three years. Staff will review this growth target in 2012 and adjust as necessary.

Summary of Progress and Changes to Action Plan Item #1

- Added non-college-preparatory classes to Master Schedule
- Added college preparatory classes to Master Schedule

- Developed the low-fee elective option
- Added the following component of Action Plan Item #1: “Create a 1-2 page overview for each course that details what the student will learn in the course, and serve as a guide to teachers teaching the course.”
- Will develop an overview for every course by Spring 2013
- Facilitated AP Teachers attending the AP Conference to get ideas about how to better teach to the test
- In the process of modifying course Curriculum Guides
- Improved and/or added tests and homework assignments for courses in each department

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress
1) Develop detailed written curricula based on California State Standards for all classes lacking this. Ensure that a variety of textbooks that meet state standards can be used.	Co-Directors Department Heads	Educational research Curriculum ideas from other private schools Textbooks Internet resources Curriculum from educational publishers.	Fall 2009-Spring 2012 and ongoing	Student achievement on educationally-recognized tests such as assessments developed by educational publishers Teacher satisfaction with curriculum guides	Teachers report to Department Heads in formal and informal meetings Department Heads report to Co-Directors in quarterly and informal meetings
2) Further develop evaluation rubrics for each subject area and level. Rubrics will challenge all types of learners in accordance with their abilities and further educational goals. They will also help to standardize curricula.	Administration Department Heads	Educational research Curriculum ideas from other private schools Textbooks Internet resources Curriculum from educational	Spring 2009-Spring 2012	Student achievement on educationally-recognized tests such as assessments developed by educational publishers Department Head reports of teacher satisfaction with rubrics	Teachers report to Department Heads in formal and informal meetings Department Heads report to Co-Directors in quarterly and informal meetings

Enhanced rubrics distributed to all instructors during orientation, and all instructors adopt schoolwide rubrics.		publishers.			
3) Evaluate curricula and lesson plans to determine whether ESLRs are being met	Teachers Department Heads Co-Directors	Teachers' professional time	Fall 2009 – Spring 2012 and ongoing	Online progress report review Classroom observation Discussion of written curricula Stakeholder surveys	Teachers developing new curricula report to Co-Directors Co-Directors report to all teachers through quarterly Department Head meetings, annual All-Teacher Meetings
4) Development of new courses that enhance students' opportunities to reach the ESLRs	Student requests for courses Teachers develop new courses Co-Directors provide funding	Funding for course development	Fall 2009 ongoing	Stakeholder surveys Community response to increased course offerings Department Head meetings Co-Director meetings	Parent/Student Online Announcements Page Emails to teachers Emails to parents Developed Advanced Computer Programming in 2011
5) Create a 1-2 page overview for each course that details what the student will learn in the course, and serve as a guide to teachers teaching the course	Department Heads	Teachers' professional time	Spring 2012- Spring 2013	Department Head reports of teacher satisfaction with course overviews Classroom observation Stakeholder surveys	Teachers developing overviews report to Department Heads in formal and informal meetings Department Heads report to Co-Directors in quarterly and informal meetings

Action Plan Goal #2

Increase student achievement through staff training and additional teaching resources.

ESLRs Addressed: All ESLRs

Rationale and Progress

We have received very positive feedback from teachers as a result of providing inservice trainings focused on increasing their knowledge of working with students with a range of learning styles and challenges. Teacher feedback has also underlined the effectiveness of having trainings with our Learning Specialist that involve presentations of Tilden students rather than having lecturers from outside Tilden, in order to increase the relevance of the seminar material.

Department Heads have also become more involved in their roles, and have been given more funding in order to give more time to meet with teachers. Some Department Heads have initiated creating outlines for our quarterly Department Head Meetings, which serve to better update all teachers who are members of the department as to the changes and progress that each department is making. Beginning this year, Department Heads were invited to speak at our Open Houses (for the Albany and Walnut Creek locations), and all gave very touching speeches on their experiences at Tilden, which expressed diverse views and an appreciation for the unique aspects of Tilden.

Data from Teacher Surveys and feedback from teachers has also indicated a desire to have supplementary teaching resources as a means of increasing student performance. In response, we have provided funding for teachers to develop the tests, rubrics and study guides noted in Action Plan #1, as well as additional visual aides, projects, test banks, and other resources that can be used as needed. We have also provided additional resources such as test generators that follow California State Standards.

Partly as a result of these changes, we have seen an improvement in students' SAT I scores over the last year. The average overall score jumped from 1692 in the 2010-2011 school year to 1818 in the 2011-2012 school year, a full 126 points. This indicates that we have partially achieved our growth target of strengthening student achievement data, and will continue to work towards attaining this goal.

Critical Areas of Follow-Up Addressed

- Continue building on the foundation laid for increasing student personal and academic growth
- Continued staff development
- More teacher and department head meetings are needed
- Teachers who teach Advanced Placement classes should do the week long training to better understand what successful students on the Advanced

Placement tests must be able to do.

Growth Target

Strengthen student achievement data as indicated by standardized test scores over the next year. Staff will review this growth target in Fall 2012 and adjust as necessary.

Summary of Progress and Changes to Action Plan Item #2

- Added the following component to Action Plan Item #2: “Make more teacher resources available online (i.e. textbooks, test answer keys, backup tests, E-brary).”
- Provided funding for additional teacher aids such as test generators
- Added the following component to Action Plan Item #2: “Provide consultation to individual teachers for specific students with challenging learning issues.”
- Quarterly continuing education seminars on various subjects relevant to working with the individualized needs of Tilden students.
- Four-week training seminars provided by our Learning Specialist with one-two teachers at a time, to provide teachers with an opportunity to present cases of students with particularly challenging learning differences, and to learn more in-depth information about how to approach such students, as well as learning-challenged students in general.
- Added the following component to Action Plan Item #2: “Continue to provide funding for teachers to develop relevant curricula and other materials for effective teaching.”
- Facilitated AP Teachers attending the AP Conference to get ideas about how to better teach to the test
- Provided funding for Department Heads to consult with all teachers in their Departments as frequently as needed
- Provided funding to pay teachers to develop all tests, study guides, and other curricula outlined in Action Plan #1

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress
1) Continue to provide relevant staff development through quarterly in-service trainings	Co-Directors	Teacher input about areas of interest for professional development Pay for speakers	Ongoing beginning Fall 2008	Interviews with school community Teacher Surveys Informal feedback from teachers Student performance in	At department head, interdepartmental, and all-teacher meetings, the effectiveness of specific speakers will be discussed and new speakers will be chosen based on feedback

				classes and on standardized tests	Annual summary for teachers of each speaker who came to Tilden
2) Continue to provide means for AP teachers to attend conferences on AP courses	Co-Directors	Funds for travel and conference expenses	Fall 2009-Spring 2012 and ongoing	Staff feedback regarding usefulness of conferences Students' AP Exam scores	Write-ups describing information learned from conference
3) Expand and improve support for beginning teachers through consultation time with Department Heads, Administrative Staff and Co-Directors	Co-Directors Department Heads Administrative Staff	Meeting time with Co-Directors Meeting time with Co-Directors Updated Employee Handbook	Fall 2009-Spring 2012 and ongoing	Teacher retention rates Teacher Surveys Teacher evaluation meetings Student performance in classes with beginning teachers	Teacher feedback will be analyzed and modifications to the support system will be made
4) Make more teacher resources available online (i.e. textbooks, test answer keys, backup tests, E-brary)	Administration Department Heads	Time and funds for scanning material	Fall 2010-Spring 2012	Teacher Surveys Informal feedback from teachers	Emails to teachers Discuss progress at All-Teacher Meetings and Department Meetings
5) Provide consultation to individual teachers for specific students with challenging learning issues	Co-Directors Learning Specialist	Funds for Learning Specialist time	Spring 2011 and ongoing	Feedback from teachers	Emails to teachers Report at teacher meetings, Department Head meetings
6) Continue to provide funding for teachers to develop relevant curricula and other materials	Co-Directors	Funds for teacher time to develop curricula	Fall 2009 and ongoing	Feedback from teachers, students	Emails to teachers, parents Online Announcements page

for effective teaching					
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Action Plan Goal #3

Provide more social opportunities for students, parents, and teachers to enhance the school community.

ESLRs Addressed: #2, #4, & #5

Rationale and Progress

As a small school with primarily one-to-one classes, we are always looking for ways to increase socialization and a sense of community among students. Our stakeholder surveys from the last three years have consistently indicated a desire for more social opportunities for students. In addition, opportunities for teachers to build relationships with each other enhance the overall learning environment. Finally, when parents feel connected with the school community, they can better support their student’s learning experience at Tilden.

Creating social opportunities is particularly important for our students who have limited social skills. Such students often do best in structured environments, such as a club directed by a teacher, or group class, rather than unstructured social gatherings such as a pizza lunch. We therefore aim to create a range of social opportunities that meet the needs of our diverse student body and all stakeholders.

We have made several changes to our 2009-2010 Action Plan Goal #3 after reaching the previous goals we had set for the school. We accomplished the following tasks set out in the 2009-2010 and 2010-2011 action plans: 1) Have a Welcome Back to School Celebration, 2) Create a student lounge to facilitate informal interactions between students, and 3) Develop additional social events at the school. In light of this, in our 2010-2011 action plan, we included as one of our new tasks, “Implement low-fee elective options to facilitate group dynamics between students.” This was accomplished during the 2010-2011 school year, and serves as an ongoing task in our current action plan. We also refined our goal of surveying students on methods for improving the school environment, which includes meeting with students at the beginning of the school year and implementing a “Suggestions Box” to gather ideas throughout the year on clubs, community services, activities, etc. Parents and students have both responded positively to these changes through surveys and informal meetings.

Critical Areas of Follow-Up Addressed

- Continue building on the foundation laid for increasing student personal and academic growth.

Growth Target

Implement new programs to provide social forums for students, parents, and teachers, with the goal of providing more opportunity to form a cohesive school community. Staff will review this growth target at the end of the 2011-2012 school year and adjust as necessary.

Summary of Progress and Changes to Action Plan Item #3

- Low fee group elective classes developed to provide structured group classroom experiences.
- Academic group classes arranged when possible at parent/student request
- Social calendar developed with monthly social activities
- Teachers organized and facilitated student clubs when needed
- Teachers facilitated group community service activities
- Development of a group Physical Education class
- Accomplished the following action plan tasks: 1) Have a Welcome Back to School Celebration, 2) Create a student lounge to facilitate informal interactions between students, and 3) Develop additional social events at the school
- Added the following component to Action Plan Item #3: “Implement low-fee elective options to facilitate group dynamics between students.”
- Refined the following component of Action Plan Item #3: “Meet with students at the beginning of each school year, and provide ongoing ‘Suggestions’ box to gather student ideas about social events, clubs, and community service activities they would like to see implemented.”

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress
1) Meet with students at the beginning of each school year, and provide ongoing “Suggestions” box to gather student ideas about social events, clubs, and community service activities they would like to see implemented	Co-Directors Administration Students	Time allocated to talking with individual students Funding to implement student suggestions	Fall 2011 ongoing	Survey data	Parent/Student Online Announcements Page Emails to parents All-Staff Meetings
2) Continue to provide an Annual Schoolwide Social Calendar	Administration Co-Directors	Funds for social events	Fall 2010 ongoing	Parent, Student, and Teacher Survey questions about school	Parent/Student Online Announcements Page

at the beginning of each academic year that outlines monthly events, and offer these events as described				community development Increased student retention rate due to adequate school community	Emails to parents
3) Continue to offer a range of low-fee elective options to facilitate group dynamics between students, and develop new classes to offer at this reduced rate	Co-Directors Teachers	Funds to be able to provide the low-fee option Teachers' professional time to develop curricula	Fall 2010 ongoing	Classroom observations Parent, Student, and Teacher Survey questions about school community development Increased student retention rate due to adequate school community	Parent/Student Online Announcements Page Emails to parents
4) Implement a Physical Education option for Tilden students	Administration Co-Directors	Teacher time to oversee course Administration time coordinating group course	Spring 2012 and ongoing	Parent, Student, and Teacher Survey questions about school community development	Parent/Student Online Announcements Page Emails to parents
5) Solicit feedback from parents regarding whether they would enjoy participating in additional social opportunities at Tilden, and provide opportunities as requested.	Administration Co-Directors	Funding for parent social events	Spring 2012 and ongoing	Emails to and from parents Parent Surveys	Parent/Student Online Announcements Page Emails to parents

Action Plan Goal #4

Develop a mentoring program at Tilden

ESLRs Addressed: All ESLRs

Rationale and Progress

This Action Plan Item was added as of the 2011-2012 school year, replacing the item, "Continue to develop resources for the Community Service requirement for all students." We accomplished this item from 2008-2011 by creating a form for student to log their community service hours, having a community service binder with different opportunities for students, and organizing and facilitating community service activities on a yearly basis.

Requests have most recently been made by parents for their student to have a "point person" or mentor who can help ensure that their student makes steady progress in his/her education and personal life. Thus far, we have provided this upon parent request, but believe it would be a benefit to students and their parents for us to offer this option to all students. In light of this, we decided to make it a new goal to create a working mentoring program at Tilden. Making this change in our program will require additional teacher training to ensure that more teachers are prepared to act in the role of mentor.

Critical Areas of Follow-Up Addressed:

- SIL should be looking at ways to implement scholarships for students who need individual attention.
- Continue building on the foundation laid for increasing student personal and academic growth.

Growth Target

Tilden aims to establish a mentoring program during the 2011-2012 school year and ongoing.

Summary of Progress and Changes to Action Plan Item #4

- The addition of this action plan item, replacing our previous goal of developing a Community Service Requirement for our students
- Identifying the need for a mentoring program, and discussing this with Department Heads and the Board of Directors
- Plans for this program will be implemented beginning in Spring 2012

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress

1) Identify the best way to offer this option to families and inform families of the option	Co-Directors Teachers	Funds for teacher time Updated Parent/Student Handbook, website	Spring 2012 and ongoing	Parent surveys Teacher feedback Student feedback	Administrative Staff Meetings Department Meetings Parent/Student Announcements Page Emails to parents
2) Provide training for teachers who act as mentors to students	Special Education teacher Co-Directors	Training Handbook Administrative time	Spring 2012 and ongoing	Teacher surveys Meetings with teacher/mentors	Administrative Staff Meetings Emails to Teachers Parent/Student Announcements Page Emails to parents
3) Develop form for parents to complete regarding their goals for their student's mentoring experience	Administration Co-Directors	Funds to cover administrative time	Spring 2012	Teacher/mentor feedback Feedback from parents of students who receive mentoring	Administrative Staff Meetings Emails to parents Emails to teacher/mentors

Action Plan Goal #5

Open a second location of Tilden Preparatory School in Walnut Creek with the same structure, curricula, and quality of education currently in place at Tilden Preparatory School in Albany.

ESLRs Addressed: All ESLRs

Rationale and Progress

This goal is a new addition to our Schoolwide Action Plan as of the 2011-2012 academic year. Our reasons for deciding to open a second branch of Tilden Preparatory School involved stakeholder requests as well as our enrollment capacity.

Approximately 20% of Tilden students commute from cities through the Caldecott Tunnel in Contra Costa County (which is frequently backed up both ways in morning and afternoon traffic), and parents have repeatedly asked about opening a closer location. We have also heard from many parents and professionals that while Tilden was the first choice for families through the tunnel, the commute was a barrier that resulted in the family deciding on another school closer to home.

In addition, summer enrollment at Tilden during the 2010-2011 school year exceeded our physical capacity. Fall 2011 enrollment was significantly higher than in Fall 2010, adding to the concern about having enough space to accommodate incoming students. Finally, there are services we can provide that aren't possible with our current enrollment. For example, groups for specialized student needs (such as groups for students with health issues, or groups for students with autism-spectrum disorders) would be possible with larger enrollment from both locations (we currently only have a few students with these issues who are not matched well enough to form a group, but there is a desire for collaboration both academically and socially. Students and their families would be able to commute for a specialized weekly group, but wouldn't have to commute on a daily basis for all their classes.

Critical Areas of Follow-Up Addressed

- As the school grows, it would be helpful to have a long-term plan, with input from all stakeholders, for the distribution of resources in a manner that best supports the Action Plan.
- Continued staff development

Growth Target

Walnut Creek location will continue to develop during the spring of 2012. The Walnut Creek location has the same structure, curricula and quality of education, but currently has too few students to offer group electives. The goal is to have enough students for group electives by late Spring 2012. Ongoing efforts will be made to maintain the quality of education in both locations.

Summary of Progress and Changes to Action Plan Item #5

- The addition of this Action Plan Item
- Site for the Walnut Creek school has been found and lease signed
- Site has been prepared for students to attend (including some Albany students who are happy to have a campus closer to their homes), including the installation of cubicles, setup for lab space, setup of an art studio, as well as a student lounge
- Progress reporting system has been set up to accommodate students in Walnut Creek, so the same curricula, tests and reporting system are available to all students.
- Administrative staff and teachers have been hired in Walnut Creek, to be trained by our current Department Heads in Albany
- Weekly meetings and regular emails coordinate programs in both locations

- Recruitment efforts have been made to let parents and professionals know about our new location
- Open House on January 3, 2012 included talks by Department Heads, Co-Directors, and current students

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress
1) Find and establish a location for the new school and prepare the physical space for students (i.e., set up desks, office space, lab space, etc.)	Co-Directors	Funds for rent, school materials, and labor	Spring 2012 (completed)	Input from stakeholders	Online Announcements Page Emails to all stakeholders
2) Hire faculty and staff for the new branch who will promote Tilden's mission statement and quality of education	Co-Directors Department Heads	Funds for teacher salaries Co-Director's time to conduct interviews	Winter 2012 and ongoing	Input from all stakeholders Student survey data	Online Announcements Page Emails to parents
3) Recruit students who are in need of Tilden's program and are located in Contra Costa County	Co-Directors Administrative Staff	Funds for advertising Co-Director time meeting with relevant professionals in the education and mental health fields	Winter 2012 and ongoing	Input from all stakeholders, professionals in the community	Online Announcements Page Emails to parents, teachers
4) Coordinate communication between the two locations to ensure the same quality of education	Co-Directors Administrative Staff	Co-Director's time coordinating efforts at the two schools Department Head time coordinating departments at both	Winter 2012 and ongoing	Input from all stakeholders in the community	Department Head and Administrative Meetings Online Announcements Page Emails to all stakeholders

		schools			
5) Develop opportunities for students with specialized needs from both schools that are otherwise not possible in the individual schools.	Co-Directors Administrative Staff	Co-Director and Administrative time for outreach to parents, coordinating groups	Spring 2012 and ongoing	Input from Tilden parents and professionals involved with these families	Emails to relevant parties

APPENDICES

Appendix A: Raw Data From Student Questionnaire I

1. How long have you been at Tilden Prep?

A. New student	36	69.23%
B. One year	8	15.38%
C. Two years	7	13.46%
D. Three years	1	1.92%
E. Four years	0	0.00%
Total	52	

2. I came to Tilden Prep because (check all that apply)

A. I wanted to improve my grades	25	17.99%
B. I needed more help to do well	16	11.51%
C. I wasn't happy at my other school	26	18.71%
D. I do better in small classes	18	12.95%
E. I was missing a lot of school because of an illness	5	3.60%
F. I was missing a lot of school because I wasn't going to class	8	5.76%
G. I didn't fit in socially at my other school	4	2.88%
H. I wanted to work at my own pace	25	17.99%
I. Tilden offered a class I could not get at my school	4	2.88%
J. Other, please explain	8	5.76%
Total	139	

3. I usually do well in school:

A. Yes, in all subjects	19	31.67%
B. Some subjects yes, some subjects no	30	50.00%
C. If I like the teacher	8	13.33%
D. I do not do very well in school in general	3	5.00%
Total	60	

4. When I am having difficulty in a class, I realize it, look for some way to get help, and then use the assistance to improve:

A. Always	4	7.69%
B. Usually	25	48.08%
C. Sometimes	19	36.54%
D. Rarely	4	7.69%
E. Never	0	0%
Total	52	

5. My plans after high school include (circle all that apply)

A. Attend a 4 year college	37	76.00%
B. Attend a 2 year college	9	20.00%
C. Get a job in my area of interest	10	2.00%
D. Other, please explain	8	2.00%
Total	64	

6. When I am having difficulty in class, if the teacher suggests a new way to learn, I will try it and see if it works better for me:

A. Always	5	9.80%
B. Usually	32	62.75%
C. Sometimes	13	25.49%
D. Rarely	1	1.96%
E. Never	0	0%
Total	51	

7. When I am having difficulty in a class, I give up:

A. Always	2	4%
B. Usually	0	0.00%
C. Sometimes	20	39.22%
D. Rarely	18	35.29%
E. Never	11	21.57%
Total	51	

8. It is easy for me to write a paper for a class, or take tests that have essay questions:

A. Always	4	7.69%
B. Usually	14	26.92%
C. Sometimes	22	42.31%
D. Rarely	5	9.62%
E. Never	7	13.46%
Total	52	

9. When I express myself in writing, it is easy for people to understand what I am trying to say:

A. Always	17	32.69%
B. Usually	21	40.38%
C. Sometimes	13	25.00%
D. Rarely	1	1.92%
E. Never	0	0%
Total	52	

10. When I speak to people, they understand what I'm trying to say:

A. Always	20	38.46%
B. Usually	28	53.85%
C. Sometimes	4	7.69%
D. Rarely	0	0%
E. Never	0	0%
Total	52	

11. When I read a book, I understand what I am reading:

A. Always	20	38.46%
B. Usually	21	40.38%
C. Sometimes	7	13.46%

D. Rarely	3	5.77%
E. Never	1	2%
Total	52	

12. When I listen to people, I understand what they are saying:

A. Always	20	37.74%
B. Usually	31	59.62%
C. Sometimes	2	3.77%
D. Rarely	0	0%
E. Never	0	0%
Total	53	

13. When I decide I want to do or learn something, I set a goal and make sure I meet that goal:

A. Always	10	18.87%
B. Usually	16	30.19%
C. Sometimes	19	35.85%
D. Never, I don't set goals for myself	6	11.32%
E. Never, I set goals but I don't follow through	2	3.77%
Total	53	

14. I learn best when material is presented (please circle all that apply to you):

A. In writing	20	39.22%
B. When I can listen to the material presented	25	49.02%
C. When I can see the material, or a diagram or drawing of the idea	38	74.51%
D. When I can do things with my hands (for example, doing science projects, making murals, or making things in general that relate to what I am learning)	25	49.02%
Total	51	

15. When I need assistance, I speak up about what I need in a responsible, respectful manner:

A. Always	18	34.62%
B. Usually	23	44.23%
C. Sometimes	8	15.38%
D. Rarely	3	5.77%
E. Never	0	0%
Total	52	

16. I am able to use the internet to look up information, and write reports and essays:

A. Always	32	61.54%
B. Usually	16	30.77%
C. Sometimes	4	7.69%
D. Rarely	0	0.00%
E. Never	0	0%
Total	52	

17. I like to feel like I am part of the school community:

Three-Year Term Progress Report

A. Always	12	24.49%
B. Usually	15	30.61%
C. Sometimes	11	22.45%
D. Rarely	8	16.33%
E. Never	3	6.12%
Total	49	

Appendix B: Raw Data From Student Questionnaire II**1. My teacher(s) at Tilden cared about my academic success**

A. Always	28	75.68%
B. Usually	8	21.62%
C. Sometimes	1	2.70%
D. Rarely	0	0.00%
E. Never	0	0.00%

Total**2. I feel safe at Tilden**

A. Always	25	67.57%
B. Usually	10	27.03%
C. Sometimes	2	5.41%
D. Rarely	0	0.00%
E. Never	0	0.00%

Total**3. My teacher knew the subject area well**

A. Always	21	56.76%
B. Usually	11	29.73%
C. Sometimes	5	13.51%
D. Rarely	0	0.00%
E. Never	0	0.00%

Total**4. My teacher gave me help when I asked for it**

A. Always	29	78.38%
B. Usually	7	18.92%
C. Sometimes	1	2.70%
D. Rarely	0	0.00%
E. Never	0	0.00%

Total**5. I spoke up and participated in my classes at Tilden**

A. Always	16	43.24%
B. Usually	20	54.05%
C. Sometimes	1	2.70%
D. Rarely	0	0.00%
E. Never	0	0.00%

Total**6. I learned a lot at Tilden**

A. True	34	94.44%
B. False	2	5.56%

Total**7. I feel successful at Tilden**

A. True	33	97.06%
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B. False	1	2.94%
Total		

8. I like attending Tilden

A. True	33	94.29%
B. False	2	5.71%
Total		

9. Teachers use a variety of activities to involve me in learning

A. True	30	83.33%
B. False	6	16.67%
Total		

10. I feel valued at Tilden

A. True	28	87.50%
B. False	4	12.50%
Total		

11. I feel that classes are challenging and relevant

A. True	29	96.67%
B. False	1	3.33%
Total		

12. I usually do well in school:

A. Yes, in all subjects	11	33.33%
B. Some subjects yes, some subjects no	19	57.58%
C. If I like the teacher	2	6.06%
D. I do not do very well in school in general	1	3.03%
Total		

13. When I am having difficulty in a class, I realize it, look for some way to get help, and then use the assistance to improve:

A. Always	5	13.89%
B. Usually	19	52.78%
C. Sometimes	11	30.56%
D. Rarely	0	0.00%
E. Never	1	2.78%
Total		

14. My plans after high school include (circle all that apply)

A. Attend a 4 year college	31	75.56%
B. Attend a 2 year college	8	19.51%
C. Get a job in my area of interest	1	2.40%
D. Other, please explain	1	2.40%
Total		

15. When I am having difficulty in class, if the teacher suggests a new way to learn, I will try it and see if it works better for me:

A. Always	3	8.57%
B. Usually	24	68.57%
C. Sometimes	5	14.29%
D. Rarely	3	8.57%
E. Never	0	0.00%

Total

16. When I am having difficulty in a class, I give up:

A. Always	0	0.00%
B. Usually	1	2.94%
C. Sometimes	16	47.06%
D. Rarely	13	38.24%
E. Never	4	11.76%

Total

17. It is easy for me to write a paper for a class, or take tests that have essay questions:

A. Always	3	8.57%
B. Usually	9	25.71%
C. Sometimes	14	40.00%
D. Rarely	7	20.00%
E. Never	2	5.71%

Total

18. When I express myself in writing, it is easy for people to understand what I am trying to say:

A. Always	8	22.22%
B. Usually	17	47.22%
C. Sometimes	10	27.78%
D. Rarely	1	2.78%
E. Never	0	0.00%

Total

19. When I speak to people, they understand what I'm trying to say:

A. Always	12	33.33%
B. Usually	19	52.78%
C. Sometimes	4	11.11%
D. Rarely	1	2.78%
E. Never	0	0.00%

Total

20. When I read a book, I understand what I am reading:

A. Always	12	34.29%
B. Usually	18	51.43%
C. Sometimes	4	11.43%

D. Rarely	1	2.86%
E. Never	0	0.00%
Total		

21. When I listen to people, I understand what they are saying:

A. Always	14	38.89%
B. Usually	19	52.78%
C. Sometimes	3	8.33%
D. Rarely	0	0.00%
E. Never	0	0.00%

Total		
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22. When I decide I want to do or learn something, I set a goal and make sure I meet that goal:

A. Always	6	17.14%
B. Usually	9	25.71%
C. Sometimes	17	48.57%
D. Never, I don't set goals for myself	3	8.57%
E. Never, I set goals but I don't follow through	0	0.00%

Total		
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23. I learn best when material is presented (please circle all that apply to you):

A. In writing	3	9.68%
B. When I can listen to the material presented	2	6.45%
C. When I can see the material, or a diagram or drawing of the idea	6	19.35%
D. When I can do things with my hands (for example, doing science projects, making murals, or making things in general that relate to what I am learning)	6	19.35%
E. All of the above	10	32.26%
F. Not sure	4	12.90%

Total		
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24. When I need assistance, I speak up about what I need in a responsible, respectful manner:

A. Always	14	40.00%
B. Usually	16	45.71%
C. Sometimes	5	14.29%
D. Rarely	0	0.00%
E. Never	0	0.00%

Total		
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25. I am able to use the internet to look up information, and write reports and essays:

A. Always	24	66.67%
B. Usually	8	22.22%
C. Sometimes	2	5.56%
D. Rarely	2	5.56%
E. Never	0	0.00%

Total		
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In my class(es) in the past, I would rate my experience as follows: (1=Very Poor to 5=Very Good)

1. Academic Performance

1	1	2.78%
2	7	19.44%
3	14	38.89%
4	12	33.33%
5	2	5.56%

Total

2. Interest

1	4	11.11%
2	8	22.22%
3	11	30.56%
4	10	27.78%
5	3	8.33%

Total

3. Attitude

1	5	13.89%
2	4	11.11%
3	15	41.67%
4	8	22.22%
5	4	11.11%

Total

4. Participation

1	7	19.44%
2	3	8.33%
3	10	27.78%
4	10	27.78%
5	6	16.67%

Total

5. Understanding what is taught

1	1	2.78%
2	7	19.44%
3	9	25.00%
4	12	33.33%
5	7	19.44%

Total

6. Feeling of respect from the teacher

1	1	2.86%
2	5	14.29%
3	13	37.14%
4	7	20.00%
5	9	25.71%

Total

7. Feeling of respect for the teacher

1	3	8.57%
2	6	17.14%
3	9	25.71%
4	12	34.29%
5	5	14.29%
Total		

In my class(es) at Tilden, I would rate my experience as follows: (1=Very Poor to 5=Very Good)

1. Academic Performance

1	0	0.00%
2	0	0.00%
3	5	13.89%
4	21	58.33%
5	10	27.78%
Total		

2. Interest

1	1	2.70%
2	1	2.70%
3	3	8.11%
4	21	56.76%
5	11	29.73%
Total		

3. Attitude

1	1	2.70%
2	0	0.00%
3	4	10.81%
4	25	67.57%
5	7	18.92%
Total		

4. Participation

1	0	0.00%
2	1	2.70%
3	2	5.41%
4	23	62.16%
5	11	29.73%
Total		

5. Understanding what is taught

1	0	0.00%
2	1	2.70%
3	1	2.70%
4	15	40.54%
5	20	54.05%
Total		

6. Feeling of respect from the teacher

1	0	0.00%
2	0	0.00%
3	4	5.41%
4	4	16.22%
5	29	78.38%
Total		

7. Feeling of respect for the teacher

1	0	0.00%
2	0	0.00%
3	2	5.41%
4	6	16.22%
5	29	78.38%
Total		

Appendix C: Parent Surveys 2008-2011

Parent Surveys 2008-2009

What were your primary reasons for enrolling your student?

- He needed a place to keep up his studies until we figured out what to do after taking him out of Berkeley High
- Seeking a different and engaging learning environment and process after mismatch at prior school
- Desperation to find a venue where she could actually succeed at some subject
- Chronic migraine headaches
- She was VERY unhappy at her prior high school and became discouraged in most of her academic subjects
- Underperformance in Spanish, retake course
- I wanted my son to have more writing experience and feel comfortable with homework before high school
- East Bay location, mid-semester enrollment, fast application process, flexible scheduling
- He needed a small school that could address his specific learning challenges and keep him on track to graduate this year

Does your student have special need that affects his/her ability to learn?

- My son has been diagnosed with ADHD combined with a short-term memory disability. It took awhile for him to adjust to conditions where his attention had to be on the class at all times. Reading is difficult for him.
- No learning disabilities. Depression and anxiety have interfered with educational success.
- She has a 401 plan at her prior school, which addresses challenges she has in keeping focus (i.e., mild attention deficit).
- Chronic migraines
- Only to the extent that she learns best in a "small" environment
- IEP
- Special attention needed rather than "special needs"
- My son has a diagnosis of Learning Disability NOS, which includes a slow processing speed. He is also intermittently challenged by his bipolar disorder and generalized anxiety disorder symptoms, which make learning difficult at times.

What were your expectations upon entering SIL?

- My son was failing and SIL made it possible for him to continue his progress. I am very grateful for this school's existence!!!!
- Exploratory, hoping for improvement with mastery learning and personal attention
- That my daughter does well finally for her sake. That she succeed in something to stop the downward spiral of her self-esteem and feelings of inadequacy.

- That my daughter would maybe get through freshman year.
- That my daughter would “rediscover” her love of learning
- Education in a small environment
- High quality, individualized instruction
- A challenging curriculum that appropriately met my son’s needs as well as necessary graduation requirements. And a nurturing, supportive, accepting, and understanding environment regarding his challenges and personal profile.

How well do you feel that SIL is meeting/met those expectations?

- A) Very well: 6 respondents
- B) Well: 1 respondent
- C) Neutral: 0 respondents
- D) Poorly: 0 respondents
- E) Very poorly: 0 respondents
- SIL met my expectations. My son loves it there and we hope to return after his Away Program. It is nice to know that he completed an English course.
- Extremely well!!!

What do you expect your student to do after high school (circle one, explain “other”)?

- A) Attend a two-year college: 2 respondents
- B) Attend a four-year college: 5 respondents’
- C) Work: 0 respondents
- D) Other: 1 respondent

What is working well for your student at SIL?

- The one-on-one setup seems to be what he can handle right now
- Mastery learning, success and pleasure in learning and education, parents and capable teachers, flexibility of school/administration
- The one-on-one attention and maybe other things in the way they teach but my son doesn’t elaborate and I’m not there so I don’t know. Maybe the subject matter is more relevant?
- Flexibility of teachers—take a walk instead of nagging her if homework wasn’t done. Very responsive and knowledgeable teachers—my daughter enjoyed each of her teachers. They were all very professional yet kind.
- The small classes and the encouragement/involvement of the faculty
- Flexibility/quality of instruction
- Dhaya was great. My son enjoyed the assignments; they were challenging yet interesting.
- One-on-one nature of teaching at SIL and teachers willing to make accommodations for my child’s individual needs and flexibility when work was not turned in a timely manner. Being able to move fast or slow as needed for my child to understand the material.
- The whole program is perfect for my son. The flexibility in his schedule and the one-on-one instruction is wonderful. Teachers are first-rate!!

Do you feel that any area needs improvement? If so, what?

- No, not at this time. I was very happy with the school. I appreciated that Shary and Karen gave consequences yet kept up hope, made a needed change in a teacher with tact, and treated my son respectfully and tolerantly despite the repeated challenges he presented. I also appreciate the wonderful way Stephanie and Gretchen have worked with him. Thank you!
- No complaints. We would welcome more low-key opportunities for social interaction among students (e.g., a small group class, though no telling if our daughter would choose it).
- Offer scholarships
- I wasn't clear about how to deal with absences
- Billing systems
- No
- Not improvement per se, but continuing to address the need for more opportunities for the students to socialize would be beneficial. Perhaps offer more clubs that meet at school? For seniors, more senior specific events to celebrate graduation. For example, a dinner at a nice restaurant, special day outing (sailing, hiking, Great America, etc.).

Parent Surveys 2009-2010**What were your primary reasons for enrolling your student?**

- The ability to minimize the effect of his inevitable absences on his momentum in school
- Better experience for the student. More work in the class and less at home. More academics with no nonsense
- Mastery learning and one-on-one interaction/attention
- Due to a social issue at his prior school during his freshman year
- My son was failing in school, depressed, and having many personal difficulties in school and at home
- Due to my son's learning difficulties he wasn't successful in a traditional class and greatly benefited from one-on-one teaching
- Get away from the negative social school environments found elsewhere while giving my son the personal attention he best works with
- Daughter's ADD, lack of motivation with academics

Briefly describe any special needs your student has that affect his/her ability to learn.

- My son has bipolar and cannot sustain a consistent five-day a week schedule. He is bright and committed to his education, but he has an illness that makes him absent a lot.
- History of anxiety/depression hindering learning
- My son is bright and generally doesn't have any learning disabilities. He does however do better with teachers who have engaging personalities yet are

demanding and know their material. He does not do well with teachers that lack control of their environment, yell/do/say demeaning things. He will actually shut down from such behavior or if pushed get defensive in return. He is that way in general with his peers as well.

- Extreme difficulty focusing, especially in a classroom with 30 other students. And 2 years ago had deep depression.
- My son has ADHD and also suffers from anxiety issues related to school
- Personality—not get too frustrated too soon; willingness to do work he doesn't feel is important
- Individualized attention; manageable tasks

What were your expectations upon entering Tilden?

- We hoped for a quality education and compassionate flexibility
- Individualized approach, more mature environment, more respectful of student
- Hoped it would be a supportive and patient environment
- My husband and I asked direct questions regarding substance abuse among the students and whether the school sponsored social activities. There is a much higher problem with drug and alcohol users at the school than originally lead to believe. One thing I would recommend would be that any students enrolling in Tilden, who have had or are having issues with substance abuse, they be required to be enrolled in a substance abuse program with periodic testing...with the school being kept apprised of ongoing support for that child
- Our hope was to find an environment that could help our son learn despite his depression and grief about his father's cancer and eventual death. We were also searching for an environment that would help our son feel more confident. And possibly stop the cycle of acting out, getting in trouble, and then feeling worse and acting out more. If he had stayed in the public school system, I have no doubt he would have dropped out of school or gotten into more and more serious trouble. We wanted to stop the downward spiral and find a place where our son could develop his considerable intelligence and feel truly supported while he went through this difficult period.
- I hoped that my son would start to feel successful in school and develop a love of reading and learning.
- He would get better grades, engage more in learning, graduate
- My daughter would embrace and value her education

How well do you feel that Tilden is meeting/met those expectations?

- We couldn't be happier with Shayna and Drea—they have exceeded our expectations!
- Very happy with Tilden
- Very well
- Academically speaking I feel all of my son's needs are being met. The teachers have been wonderful, thoughtful, and truly know the curriculum. I'd like to take the opportunity to say that Stephanie, Joseph, and Paul have had an amazing impact on my son. I believe it's because these teachers are demanding and expect the most from their students. Hank has a real issue with homework...it's

his greatest academic weakness. Each of these teachers has identified this weakness and has been able to get him to rise to the challenge of completing his tasks...albeit not always on time.

- Quite simply, Tilden saved our life. The structure of the school, one-on-one instruction, and lots of flexibility worked perfectly for our son. Providing tons of acceptance and encouragement has been incredibly healing for him. The high quality of teachers, their intelligence and understanding of their subject, are critical. The school's website, which allows me to check on my son's progress throughout each day, even while at work, has enabled me to support him and deal with any issues right away.
- Tilden has exceeded my expectations. My son's teachers have taken his interests in music and magic and used them to help him learn. This is the first time in his life that my son likes going to school.
- I have been very pleased with his teachers, and not as pleased with the way the schedule worked. I wish my son were willing to take more classes even though the cost would have been difficult.
- So far so good! Shary is great at responding and facilitating.

What do you expect your student to do after high school?

- Go to a small, good college and come out qualified to earn a good living as a computer programmer.
- College
- Undecided—hope he will choose to pursue higher education eventually
- It's never been "Will you go to college"...but "Which colleges will you be attending?" My son has always wanted to get a degree utilizing his computer skills. For the first time this year instead of talking about designing games...after working with Dave and Chris he's reaching further and talking about computer programming and engineering. These two teachers have had a positive impact on my son considering more "mature" college and career options.
- My son plans to attend DVC in the fall. His plan is to transfer to a 4-year college in a year or two.
- Most likely my son will go to either a technical school or a college that provides support to students
- Go to DVC and hope he follows through with a transfer to Johnson & Wales University for Culinary BS or some other program
- College

What works/ed best for your student at Tilden?

- The close relationship he has with his teachers. The ability to Skype classes. The ability to have a four-day week with Wednesdays off.
- My son and daughter actually learned the material. Sooo much less stress. They were able to have a life beyond homework.
- Patience and flexibility
- The individualized attention with the teachers. Although I know there have been some issues with the student lounge, I know this has been a great addition to the school as it gives students (especially like my son who is shy and somewhat a

loner) an opportunity to engage with peers. I do wish the students had more opportunity to engage with peers through outside social activities. However, I have come to realize that many of the students are at Tilden for adverse behavior and therefore not necessarily there because they wish to be, making it difficult for the school to fulfill this aspect of a normal high school experience.

- One-on-one instruction with excellent teachers. One failing I noticed in our local public school is poor teachers, which surprised me. This was not a huge factor in my son's problems at school but it definitely was something to note. Also, flexibility of class times and choice of classes and teacher so that an optimal fit is possible. This is not possible in most schools, public or private. Another factor is that, along with maximum flexibility, there are clear and firm rules and this is important to a kid's self-esteem and feeling of safety. The two directors, Karen and Shary, run the school beautifully and with understanding, knowledge, and compassion.
- The one-on-one instruction tailored to Alex's special needs and interests and the encouragement and support of the teachers and staff.
- Teachers who could accommodate his style of learning, which kept him going.
- Encouragement, patience, and environment with different types of learners so she doesn't feel inferior.

Do you feel that any area needs improvement? If so, what?

- It would be very helpful if Tilden had a developed relationship with an online provider of quality curriculum in academic electives. It feels like you don't like the idea, when it could, instead, be a complimentary strength of the program.
- In a perfect world, Tilden would have a sports program...ok, just water polo would work!
- More group/social experiences would be nice though unclear if our daughter would have participated in any event.
- Ideally I wished the school would make actual arrangements with the YMCA and schedule particular hours for students to fulfill their PE requirements for High School completion. M,W,F class set for a particular time where a number of students would go to the Y together and actually have a scheduled "PE." Could be set up just like the Leadership Class with set times in their schedule. It could be billed through the school.
- My hope is that Tilden will become known more and more in our Bay Area communities and the school will expand and grow. My personal belief is that the conventional public school system is an institution that is not well-suited for many kids, is not supportive of kids during one of the most delicate transition periods of their lives, does not engage some of the brightest and most creative kids. I support Tilden's offering of an alternative education for a wide range of kids."
- The only thing I can think of that could use some improvement would be for the teachers to provide timely feedback following each class. Most of my son's teachers already do that, but I wish they did it on a regular basis so I knew how to support my son."
- Nothing worth mentioning at this time. I have recommended this school to many parents.

- It's tough to do, but less substitute teachers would be helpful for consistency.” For teachers who take elective time off when school is in session, we also reduce bonuses and delay pay raises.

Parent Surveys 2010-2011

What were your primary reasons for enrolling your student?

- My daughter had mono last year and missed 29 days of school. She was failing her classes and had given up.
- The chance for a quality education that took my child's needs into account—the public school experience was a disaster.
- El Cerrito High was not meeting specific individual needs
- Retake a Latin course. My son received a D at Berkeley High School.
- Expelled from Bayview. One-on-one education.
- Failed Chemistry and Algebra II Junior year Spring.
- Small classes
- My son had been expelled from Bayhill High School. I wanted him to immediately resume his studies. I felt one-on-one instruction would be a good fit.
- Struggled in a regular school setting and one-on-one teaching offered at Tilden best suited our child.
- Health issues creating absences that disrupted classroom-learning process.
- To get one-on-one instruction in English, a subject my son has struggled with.
- My son was returning home after having spent 3 years at a therapeutic boarding school and, in light of his medical issues and learning disabilities, we knew it would be very difficult for him to be successful if he were to attend a public school or even a private school with small classes. Tilden seemed tailor-made for my son since he learns best in a one-on-one environment.
- Current enrollment is because my son did not get a chance to take Calculus in high school and wanted to take it before entering college.
- My son has a slow processing speed and some classes are more difficult for him in a large classroom. Also we wanted to lighten his workload during the year by having him take a summer class. We did Spanish at Tilden mainly for his processing issues. We enrolled him for Geometry this year because he was having difficulty with the 10th grade Geometry teacher at Albany High School.
- My daughter is dyslexic and learning a foreign language in a high school class wouldn't work for her. Our neuropsychologist recommended she take American Sign Language and Tilden was a perfect solution—a great teacher, with a one-to-one student ratio and ASL!
- My son was homeschooled, and I wanted him to have some “real” teachers.
- Needed to finish Spanish 3 which we had to pull her out of at school due to bad teaching. She also went there a year and a half ago to complete a semester when she left school in the middle of the last semester of her sophomore year.
- My daughter was experiencing so much anxiety and social phobia concerning school that she had a hard time completing her homework and attending school. She also feared panic attacks.

Briefly describe any special needs your student has that affect his/her ability to learn.

- My daughter has both ADD and non-verbal learning disorder
- A combination of being gifted with having mild ADD and processing speed issues in math
- None
- Dyslexia, ADD, poor executive functioning
- Mild ADD
- My son is diagnosed with dyslexia, Add, and executive functioning gaps. He has been tested/diagnosed through Berkeley schools at age 7 and again at age 14 by a private neuropsychologist, as well as by his Kaiser team.
- Auditory processing/ADHD
- My son has bipolar and often cannot be in school
- ADHD, difficulty reading/focusing
- My son has epilepsy, ADHD, and auditory processing difficulty
- Does not think he is really strong in math, although when taking classes at Tilden he excels
- Slow processing speed, some attention problems
- My daughter is dyslexic and has holes in her short-term memory. She also suffers from high stress.
- My son has ADHD, but not too bad
- My daughter has some learning issues and ADHD
- Her anxiety, social phobia, and fear of panic attacks would paralyze her so that she couldn't do her homework or attend class

What were your expectations upon entering Tilden?

- One-on-one customized learning
- Our expectations and hopes were that Tilden could provide a learning environment that would allow our daughter's intellect to soar, that she would learn to love learning again.
- One-on-one instruction at our son's own pace would better meet his needs
- To "save" Chris' 10th grade year and ensure he continued progress toward graduation
- Course completion/makeup
- A learning environment where my child would exceed academically
- Pick up where my son had left off in his studies, adapt to his learning style, and make modifications as necessary. My hope was that Tilden might recharge Chris' love of learning (more a hope than an expectation). Also, daily updates on my son's progress.
- To complete the few classes our son had in order to receive his high school diploma.
- We were hoping for flexibility and a quality education.
- I was hoping for my son to develop better reading and writing skills and hopefully boost his confidence in his abilities

- My expectation was that my son would receive the support he needed at Tilden to be able to learn the subject matter and graduate from high school. My hope was that my son would develop a love of learning and see the intrinsic value of learning for its own sake, apart from grades and graduation requirements.
- To develop a relationship with the teacher/feel good about learning
- That my son would learn better one-on-one for Spanish. He needed better instruction for Geometry.
- Fulfilling my daughter's foreign language requirement for college. We are still trying to decide if we want her to have 2 or 3 years of foreign language.
- That my son would enjoy his studies, learn a lot more than he was learning in school, and have less stress.
- That our daughter would complete Spanish 3 feeling good about herself and Spanish.
- We were hoping for an environment that would allow our daughter to succeed. She needed to work outside the norms of a regular classroom. She needed a school that would allow her to work at a much slower pace, accept her many absences, and have a lot of patience and acceptance.

How well do you feel that Tilden is meeting/met those expectations?

- Very well! Our daughter regained her confidence. Doesn't feel stupid anymore, and learned new study skills. Tilden filled in the gaps in her previous education.
- Pretty well!
- Pretty well, but it's too early to tell
- Yes!!
- Very well
- Very well, but not cheaply
- Ok
- My son's teachers initially started him over with his studies, which was unexpected. I appreciate that Karen met with me again and we were able to adjust his coursework to include credit for his earlier work at Bayhill. Modified his curriculum to include passing level at a C level and non-university credit coursework to meet his learning style better.
- It has and is meeting our expectations. The staff and teachers are very thoughtful and experienced in working with students "outside the box." We are very pleased...my only regret is that I had not known about Tilden earlier on, otherwise my son would have done all four years of high school here. This would have given him a better sense of community and self worth.
- We are delighted with the quality of education at Tilden. It is not working as well as we had hoped flexibility-wise.
- I know his writing improved. I'm not sure his reading skills are much better but he's getting to read material of his choosing which helps with motivation.
- Tilden has met my expectations in that they worked hard with my son to tailor instruction to enable his to be more successful and graduate from high school, which is a huge accomplishment! And although my son has not acquired a love of learning as I had hoped, he has learned a lot and Tilden laid an excellent

foundation for him so I still hope that he will develop a love of learning in years to come.

- Tilden has worked well for a kid who can manage the schedule on his own, contact the teacher directly, etc.
- Tilden has met all our expectations. The teachers for both of our sons have been excellent. I wish I could have them there full time.
- Wonderfully. Ben Schlotz is a good teacher and nice person and my daughter is a hard-working student. They are working well as a team and she is really learning and loving ASL.
- We are completely satisfied with math and language arts, as well as art. The video class was a bit of a mess.
- So far so good!
- First, none of the above would have happened at Campolindo. I think Alden did a pretty good job. It depended on each individual teacher and most of the teachers did a good job. The more the teacher could accept that my daughter was not moving at a regular pace or performing the regular curriculum the better. She didn't need the teacher to mirror her own anxieties about her performance.

What do you expect your student to do after high school?

- Go to a four year college
- Go on to a well-matched college
- Four year college
- Go to a great college
- Technical school or junior college
- College, with a gap year possibly
- College
- Possibly junior college or technical school
- My son does not want to go to college and has talked about DVC, but he has no idea what he would like to do or what he is good at. He is still finding himself.
- Hopefully either a gap year or community college
- He hopes to get a job and then, eventually, go to a community college or trade school.
- College
- Probably two years of community college and then onto a four year for my younger son. The older one may go straight to a four-year college.
- Four-year college—probably a small liberal arts school where she can focus on her interests: art (she is a very talented artist) and creative writing. Then, grad school or a job in the world. Pixar?
- He hasn't even started high school yet...too soon to tell.
- Go to a four year college
- She is applying to some colleges. She may take some time off and do a gap year, travel, or take some classes before she resumes school again.

What work/ed best for your student at Tilden?

- Customized for our daughter's needs. She worked fast to complete her studies in time to go back to her regular high school. Mastery learning worked well for her.
- Having teachers who can understand how our daughter works best, and of course the one-to-one classes.
- Too early to tell. Maybe flexibility of pacing.
- One-on-one instruction, good teachers.
- One-on-one education, teachers' ability to match my son's learning style.
- One-on-one bond with teachers
- One-on-one classes
- One-on-one education, flexibility, self-paced
- One-on-one classes, study hall
- The close teacher-student relationships
- One-on-one help with writing
- Our son has had outstanding teachers at Tilden and the personal attention, encouragement and support they provided were critical to his success. In addition, the administration was open to modifying his curriculum, as needed, for certain classes.
- Flexibility/relationship with teachers
- Excellent teaching staff and understanding his learning style, the flexibility in scheduling his classes.
- The flexibility: our daughter can find the best time of day to come in and also if she feels stressed out, she can adapt the schedule so she is comfortable and therefore able to learn best.
- He loved all his teachers, and the personal relationship made all the difference. It was a totally positive experience for him. Next year he will be doing Independent Study at Berkeley High, but would like to continue math at Tilden. We are hoping Paul will be back.
- The one-on-one teaching is really great. She could probably do well in a 2/3-on-one situation also.
- The acceptance of our daughter of where she was at when she started Tilden and during her stay. She missed a lot of classes, and she has a paper-writing phobia. The teachers who could accept her difficulties and felt secure in deviating from the regular school curriculum and benchmarks worked best.

Do you feel that any area(s) need(s) improvement? If so, what?

- No. For us it worked well. Thank you!
- Help kids to keep track of their P.E. hours—maybe provide some kind of log? Also help keep track of community service hours.
- I'd like to see a routine parent-teacher conference set for about 4 weeks into the year—a chance to make sure everyone's goals and expectations are aligned.
- Lower cost?
- Wish teacher would do daily updates
- None
- None

- One of my son's teachers does not always update his progress (he still hasn't inputted his History Semester 1 grade yet). However, he has been emailing periodically to give me positive kudos on my son's progress—much appreciated. He loves this teacher.
- No
- The needs of students with health issues are different from those of students with learning issues or motivation issues. It is extraordinarily expensive to pay for the absences, which preserve the continuity of the teacher/student relationship. I think the students with health issues need Tilden to offer other forms of classes, perhaps with more independent, online work supervised by a Tilden teacher. Or maybe two students with health issues could share a slot on alternate days, with an agreement to take extra classes in that slot when the other student was absent. It might be very helpful to get families of students with health issues together to brainstorm solutions. The underlying quality at Tilden is so great, everyone's heart is in the right place, and the potential for flexibility is there: I think this problem has a better solution than the ones currently in place.
- I'm not sure
- Given my son's emotional immaturity, the most difficult aspect of his time at Tilden was his inability to successfully navigate the social environment. I don't have specific suggestions about what the school could have done differently but I am identifying it as an issue because it created a lot of difficulty and heartache for him.
- The environment for full-time students could be improved. The desk set up is cramped and not optimal for learning. Community areas should be integrated into the school—thinking about lighting/colors and flow of the space could make a big difference.
- None that I can think of. I've been happy with Tilden Prep and I have recommended the school to other parents whose children are struggling.
- No improvement needed; Tilden is a great and necessary school and program. Thank you!
- Like I said, the video class was kind of a disappointment—not sure what went wrong exactly, but my son reported that the kids didn't put anything into it, which made it frustrating for him. The only other thing I wasn't happy with was the billing system...couldn't you just send a bill?
- Don't know if it can be done, but for those who go full-time, if there can be some social interaction that would be great. Otherwise we are very happy and have enjoyed our time there.
- Almost every teacher my daughter had was special and very dedicated. Some things take time and experience. Two things I learned while she was at Tilden was that her journey at Tilden needed a lot of patience. Much more than I anticipated. That patience was needed on a daily basis at times. She missed many classes and was slow to progress through her anxiety. Even though the progress was slow I definitely saw progress and a difference this fall. She had to go through all the hard times to get to the better times. Second is that one has to have the confidence and freedom to work apart from the standard expectation of how one should be performing at a certain time or level or grade. That one need

not perform the school curriculum or execute it as one's previous school or as a standard curriculum. It need not be rigid but creative and fit the need.

Appendix D: Teacher Survey Results 2010-2011

What do you like best about your job at Tilden?

- Working 1 on 1 with students and the level of trust and professionalism from the school are great!
- Working one to one with students.
- The flexibility and close connection with students.
- Flexibility and freedom of creating lectures and tests. Students are fun to talk to. Best bosses ever.
- I enjoy working with my students the most. I enjoy time spent building relationships with teachers and learning about their areas of expertise. Jane/Brady/Heather are wonderful help to both teachers and students and I appreciate their hard work. I love teaching my subject and sharing my knowledge and experience with my students.
- I love working with the students one-on-one. Now that I've experienced this learning environment, I can't imagine going back to a traditional classroom.
- The ability to make a difference in the lives of our students and to help them become better learners and hopefully better people.
- Kids are cool.
- Flexibility. Format of classroom learning. Working with students. The admin.
- Getting to know the students and helping them on their life's journey.
- The freedom to decide how to implement teaching strategies, being able to teach several subjects.
- The students.
- Freedom, individual contact, informal atmosphere.
- Flexibility
- I enjoy working with motivated students who actually want to improve. I also really enjoy the personal side to the one on one teaching, as I often end up being a therapist/life aid in addition to a teacher. Sometimes this can be draining, but it is also very rewarding when you feel like you make a difference.
- I like working with the students and having a positive influence on their education.
- Flexible schedule, very understanding administration (Jane and Brady), ability to teach the material the way I want to.

Is there anything you would like to see improved at TPS for you as an instructor?

- Lighting: need individual desk lamps
- A 30-minute sit-down meeting with a head of dept. about best/past practices and available materials and how to handle difficult students/parents at the beginning and 2-3 weeks into my 1st assignment would have been helpful as a more formal thing, but I resolved all of my questions informally anyway.
- Some of the tests are too easy.
- Need more social activities to know co-workers.

- Pay for prep time would be nice.
- I would like for the teachers to have some paid prep time. It takes time to prepare lesson plans or even just print out all the materials ahead of time. If we were paid one hour and five minutes for each 55-minute class, it would be a huge help. There is a sense that teachers are disposable. Even though I enjoy teaching at Tilden, it seems that it is not the kind of place a teacher can afford to stay full-time. We need to be properly paid overtime when we stay longer than 8 hours a day because students need to finish classes. It is the law and it is not being followed here.
- The lab is often in a horrible condition, and it really is the fault of the teachers, but it makes working in that space very difficult.
- I would like to have sick days, preferably at least ten per year. Benefits for teachers of a long tenure at this school that are similar to the public system would also be preferred. More effort should be focused on developing teacher skills through workshops and other programs. There should be some incentive for developing teaching skills outside of altruism. With little oversight of the actual teaching, altruism is all that prevents teachers from teaching ineffectively.
- Chairs hurt after 9-hour days.
- At times there is no instructor's textbook available. I would like to have one available, at least, electronically for easy reference.
- More control over curriculum, authority over grading/expectations, more training.
- More opportunities to collaborate/brainstorm with other teachers – a sense of shared expertise/community
- E-library
- More check-ins with Shary and Karen.
- Some of the books are not the best out there. Also, some labs could be improved.
- More power outlets around desks/cubicles.
- Some subjects lack supplemental material (especially history courses), and sometimes I worry that there is not enough standardization in terms of test taking, grading, etc.
- I think there should be some training or at least shadowing done before we are put with students. I had to seek more experienced teachers out on my own and I felt very lost and did not feel prepared.
- A class set of books in case my student doesn't bring their book.

Is there anything you would like to see improved at TPS to assist student learning?

- A wider selection of (literature) books on campus to browse with students before they select and order/buy them.
- It would be helpful to have 1-2 paid hours/week for lesson planning and grading (depending on course load) and answering parent emails. These could be "floating" hours to account for time spent at home or outside of class.
- Some science labs are not very educative.

- The curriculum skips over many important chapters.
- Book has typos and isn't very challenging.
- Should give students the option of honors or non-honors.
- I think departments need to have meetings to discuss teaching tactics and materials. There are few standards and little communication. If teachers meet to share resources, the students will benefit.
- Lab kept organized
- Quieter testing spaces
- More project-based assessment in math and science classes
- Covering redox reactions and naming organic compounds in our chemistry curriculum.
- Courses should be longer officially. There should be less discretion in the requirements between teachers. Curriculum should be more standardized so students know what to expect.
- Science lab organization.
- Better physical environment, better curriculum, more teacher training.
- Group projects, interesting capstone development, digital portfolios, and structured movement on creative expression time.
- Some of the books are not the best out there. Also, some labs could be improved.
- There are still a ton of missing resources on the curriculum part of the website.
- Again, new teachers should be given more training on how to administer the course (lesson plans, grading, feedback, etc.) so that students are given clear expectations and teachers can provide the appropriate lessons.
- Some students do not have paper or calculators. If Tilden could have some spare lined paper or graph paper, spare graphing calculators.

Please list any additional comments or concerns below.

- Best working environment I've experienced ever.
- Tough to deal with parents who want to buy their child good grades.
- It is difficult to have the lab as a kitchen. How can teachers conduct labs with students properly as other students/teachers are coming in to get water, food, wash dishes, etc.? And those trying to use the kitchen get annoyed when there are labs in the way. It would be nice to have better starting conditions. There was no meeting with department heads or other teachers when I began. My desk was disgustingly dirty and I had to clear it/clean/scrub it on my own. Teachers should be paid extra when parents demand/beg they work weekends or extra late. The teachers don't have a choice when students need to finish classes by certain dates even when they don't want to come in on the weekends or be at the school until 7 or 8 or 9 p.m. on weekdays.
- Students and teachers need better chairs than the folding chairs we have.
- Thank you so much for the new computers. I think they make the cubes look SO much better, and I love the way my PPTs look on the big screen. It also gives me so much more space. Thanks again!

- The carpet in some areas of the school is falling apart. The bathrooms in the school do not provide enough capacity for breaks. The science lab/kitchen is not a real lab. Labs should never be conducted during the lunch break. There should be more investment in developing teacher skills and upgrading the facilities. It would be great if Tilden offered teachers more of a career for teachers instead of a temporary gig.
- Thank you! I love the opportunity to work here with such great staff, students, and admin. This is a great school providing a wonderful service for so many great students.
- Thanks for all of your work!
- I know this might be a complicated request, but I think it would be really good to have some sick days. It can just be hard on our income sometimes when the students take off on-time sick days and we also get sick in that same time period. It just makes for a bit more reliable of an income.
- Also I think it would be a good idea to have an extra setting for an in-class exam charge that is less than a normal class and more than a late cancel. Many of my students are bad at taking exams outside of class and the momentum moves much more efficiently when we do it in class.
- Also, I thought there could be a bit more background information about students in terms of anxiety, learning styles, etc. I have a parent who told me about anxiety, but I didn't know this was a factor before meeting the student. I am glad you're offering a potluck because it does provide the opportunity to meet other teachers. Otherwise, there hasn't been much chance to meet anyone due to being busy and not having the chance to interact.
- Sometimes I have students that are sleepy and need water. Could we have paper cups in the kitchen? Also, there is always a lack of soap in the bathrooms.

Multiple Choice Questions

1. I have worked at Tilden for:
 - A. 0-6 months: 8
 - B. 6-12 months: 3
 - C. 12-24 months: 8
 - D. 24+ months: 5
2. I plan to teach at Tilden for a total of:
 - A. 3-6 months: 1
 - B. 6-12 months: 2
 - C. 12-24 months: 0
 - D. 24-36 months: 3
 - E. Longer than 36 months: 5
 - F. Uncertain: 9
3. I know and understand the mission of Tilden
 - A. Strongly agree: 9
 - B. Agree: 11

- C. Neutral: 2
- D. Disagree: 0
- E. Strongly Disagree: 0

4. I believe in the mission of Tilden

- A. Strong agree: 10
- B. Agree: 9
- C. Neutral: 2
- D. Disagree: 1
- E. Strongly Disagree: 0

5. I have adequate teaching resources available, which enable me to teach well.

- A. Strongly agree: 3
- B. Agree: 11
- C. Neutral: 5
- D. Disagree: 3
- E. Strong Disagree: 0

Comments:

- Depends on the subject, not for English/History courses
- There are books and curricula, but I was never trained before working with students

6. Tilden policies and procedures make sense to me

- A. Strongly agree: 7
- B. Agree: 9
- C. Neutral: 3
- D. Disagree: 1
- E. Strongly Disagree: 0

7. The amount of work I'm expected to do on my job is reasonable

- A. Strongly agree: 4
- B. Agree: 15
- C. Neutral: 0
- D. Disagree: 2
- E. Strongly Disagree: 0

Comments:

- Agree, but I wish I had more time to create more developed, effective lesson plans, or was paid for prep time outside of class
- Need more prep time. I think some teachers end up doing a lot of prep work/grading that exceeds the amount that students are learning

8. The administration is available to help resolve my concerns:

- A. Strongly agree: 13
- B. Agree: 6

- C. Neutral: 2
- D. Disagree: 0
- E. Strongly Disagree: 0

9. Diverse perspectives are valued and encouraged within the school

- A. Strongly agree: 6
- B. Agree: 11
- C. Neutral: 4
- D. Disagree: 0
- E. Strongly Disagree: 0

10. Considering everything, how satisfied are you with your job at Tilden?

- A. Very Satisfied: 7
- B. Satisfied: 11
- C. Neutral: 2
- D. Dissatisfied: 0
- E. Very Dissatisfied: 0
- F. Not Sure: 0

11. The physical working conditions are:

- A. Very good: 1
- B. Good: 14
- C. Neutral: 4
- D. Poor: 2
- E. Very Poor: 0

Comments:

- Good, but messy and dirty more than I would like
- Poor, nowhere to put materials, uncomfortable seats, very loud

Appendix E: Parent and Student Handbook

Tilden Preparatory School

Part of School for Independent Learners, LLC

Parent and Student Handbook

**Academic Year
2011-2012**

PURPOSE AND PHILOSOPHY

Welcome to the 2011-2012 school year. This handbook has been prepared for all members of the Tilden Preparatory School community to provide a clear understanding of the principles, policies, and procedures that govern the daily workings of the school.

Tilden Preparatory School was founded in 2001 in Los Altos California under the name of School For Independent Learners (SIL). In September 2006, the East Bay branch of School For Independent Learners opened on Grand Avenue in Oakland under the sponsorship of SIL Los Altos. Due to a quick rise in enrollment, SIL East Bay found a new long-term home on Solano Avenue in Albany. In 2009, after receiving full independent accreditation from the Western Association of Schools and Colleges (WASC), SIL East Bay changed its name to Tilden Preparatory School.

Mission Statement

At Tilden Preparatory School we believe that all students have an inherent right to a quality education, delivered with the highest respect for all concerned. The school emphasizes individual achievement and an environment in which students master learning in all subject areas. Further, the school uses a “no failure” grading policy to foster success and academic self-worth.

Expected School-wide Learning Results/Student Goals

Upon completion of coursework at Tilden Preparatory School, students will make progress to become:

a) Academic achievers who:

- Are well prepared to continue their education and achieve post-secondary goals
- Enjoy success in school and produce quality work to their full potential
- Use feedback to assess, monitor and improve progress
- Feel confident about themselves as learners

b) Effective Communicators who:

- Write and speak clearly
- Listen and read attentively to interpret the messages of others
- Articulate their needs in a responsible and respectful manner

c) Competent users of technology who:

- Use Internet effectively for research and further exploration
- Use technology to demonstrate what they've learned

d) Self-directed learners who:

- Set and work towards personal goals
- Are aware of learning strategies that work best for them
- Identify when they need assistance and request help in an appropriate manner

e) Responsible members of the community who:

- Demonstrate consideration and respect for others
- Engage and participate in their classes to enrich the learning community
- Are aware of their role in the global community (for full-time students only)

Instruction, Class Length, and Class Size

Each semester class typically takes about 30-36 hours, with 36 hours for lab sciences, 33 hours for languages, and 35 hours for higher-level math courses (Algebra 2, Pre-calculus and Calculus). AP courses typically take 40-45 hours per semester, depending upon the course. However, because students move at their own pace, completion time will vary. Students who do little or no homework will not be graded down, but they will take a longer time to finish courses. Academic classes are primarily taught one-to-one. However, we can on occasion arrange for students to take some small group classes, so please ask the Co-Directors (Shary or Karen) if you are interested in this option. Small group classes can be arranged for students who work at about the same pace and are able to begin a new class at the same time*. Classes are 55 minutes in length, unless otherwise specified. Study halls are overseen by a teacher who keeps students on task and is available to answer questions about course material.

*NOTE: Small group classes do not always work out due to a number of factors. If the small group is not working well, the group will be changed to individual instruction.

Grading Policies

Our “no failure” grading policy is based on mastery learning. Students are given credit for work they complete as long as the quality demonstrates sufficient subject matter mastery at a level of 80% or better. Students are re-taught any material that they do not master, and can always retake tests until they achieve a level of 80% or better. Students should progress at a pace that will earn a full 5 units of credit for a semester

course, and 10 units for a one-year course. Partial credit is awarded as appropriate, but students are encouraged and given every opportunity to complete their courses successfully.

On occasion, and when agreed to by all parties involved (the student, parents, teacher and Co-Directors), students can arrange the option to work to 70% (C) level mastery when working to 80% poses too much difficulty.

Homework

Students should expect to have 30-60 minutes of homework for each hour of class, although there will be some variation depending upon the pace each student works and the complexity of the course. Students who want to move through the material faster are encouraged to accelerate by completing more work outside of class.

Absences

Parents should EMAIL their student's teacher(s) by 7:00 p.m. the day before a scheduled class for all cancellations in order to avoid a charge. Students may not cancel their own classes; an EMAIL only (not a phone call) from the parent is required for all cancellations.

Open Campus

Students are fully supervised during class. Unless parents request otherwise, students are not directly supervised before and after classes, during the five-minute passing period between classes, or during the half-hour lunch break.

Personal Belongings

Lockers are not provided at Tilden Prep and therefore students should keep careful track of their personal belongings. Bicycles are not allowed in the building; a bicycle rack has been provided outside the building for students' use.

Behavior Policies

All teaching and classroom activities are conducted with the utmost respect for all concerned. Teachers and staff are instructed to encourage behaviors that are conducive to learning, and to always work to build academic self-confidence among students. Safety is a must for all students and staff, both during and between classes. If the administration determines that a student is acting in a manner that places others at risk, the administration will take action to resolve the problem to ensure the safety of all students and staff.

In addition, because we are a small school, behavior problems outside of school can sometimes have a significantly negative impact on student learning during school hours.

As noted, these problems are rare. If such a circumstance arises, the first step is to talk with the student and his/her parents, and to develop a behavior contract outlining the needed changes. If a student's behavior, in or outside of school, continues to have an excessively disruptive impact on students during school hours, the student causing the disruption may be asked to complete his/her classes away from school.

Along these lines, there have been occasions, while infrequent, when students' belongings have been stolen. Cell phones and iPods are particularly vulnerable items. We encourage all students to keep their belongings with them at all times. Stealing from other students or staff is strictly prohibited at Tilden. If any student is suspected of stealing, his/her backpack and pockets will be searched and if the stolen item is found, s/he will be immediately suspended. The Co-Directors will determine the length of the suspension and criteria for return on a case-by-case basis.

Dress Code

Tilden Prep students are expected to be appropriately dressed at all times. If any student's dress or grooming is judged to be disruptive, provocative, or inappropriate to the school's educational mission and program, the student will be sent home. However, Tilden Prep has a system of asking students to think about the effect their clothing may have on others as an ordinary first step in addressing problems of inappropriate clothing. This will be considered a first warning, and a second incident will result in a final warning. A third incident will result in the student being sent home for the day, plus a probationary period of one month in which any further incident will result in the student being sent home for the day. Following completion of the probationary period, students will return to the two-warning system prior to being sent home. More specific guidelines are:

1. Clothes must be sufficient to conceal undergarments. Jeans, or other pants, with gaping holes, or low-riding pants that reveal undergarments may not be worn on campus.
2. Pictures, slogans or graphics that demean any individual or groups of people are not acceptable.
3. Clothing that promotes illegal practices (such as the use of illegal substances, including the consumption of alcohol) are not permitted.

Drugs

Tilden Prep seeks to make the school free from the influence and effects of chemical substances, including alcohol, illegal drugs, and abuse of controlled substances. Therefore, consistent with the goal of providing an environment that best promotes learning:

- a) Possessing, distributing, using, or otherwise facilitating the use of drugs or alcohol on

campus or at a school event will lead to immediate suspension with the possibility of expulsion. This includes possession or use of medicine that is not prescribed for the student, and/or distributing prescription medication to other students.

b) Typically with the first offense, Tilden Prep will suspend the student and require him/her to undergo a professional drug assessment as a condition of remaining at Tilden Prep. The family must sign a release permitting the directors to exchange information with the professional performing the assessment, and to receive results of the assessment and updates on treatment compliance.

c) Additional offenses will lead to one or more of the following: a reassessment, increased intervention, and a longer period of suspension or expulsion.

d) In addition to the above interventions, if the school has reason to believe or suspect that a student has been using drugs or alcohol at school, the school may search the student's person, backpack or car. Tilden Prep will cooperate with law enforcement in all investigations and will report to law enforcement any illegal activities on campus.

Tobacco

Tilden Preparatory School has a strict policy on smoking. Students are not allowed to smoke at all inside or outside the school, before or after school, and cigarettes are not allowed on campus, even if the student is over 18 years of age. If a student smells like smoke, we will check his/her backpack. If cigarettes are found or he or she is seen smoking on or near Solano Avenue, we will give the student one warning. If that student is found with cigarettes again or seen smoking on or near Solano Avenue, they will be required to stay on campus during their school hours for at least 30 days. After the third offense, students will be placed in one of our Complete Supervision Programs.

On-Campus Supervision Program

Our on-campus supervision program requires that the student stay in the school building from the time his/her first class starts until the end of their last class. The student may not leave campus to get lunch, or for any other reason. On-campus restriction continues for 30 days. If at any time during those 30 days, a student leaves campus during the school day, he or she will be automatically changed over to the Complete Supervision Program.

Complete Supervision

For students requiring Complete Supervision, we will expect parents to deliver them to their first teacher of the day (by coming upstairs with them and walking them to the teacher's desk) and picking them up in the same manner from their last teacher. We will have teachers stay with them for the full 60 minutes*, then deliver them to their next teacher. Our goal with this plan is to make sure the student has no chance to act on behaviors that are illegal or against school policy. Of course, a teacher and student can

take a walk around the block, with parent permission, or find other ways to have a break, but the student is not left on his or her own. At any point during the process, the administration may decide that a student will be required to take their classes at home.

Complete Supervision will remain in effect for a minimum of 30 days or until the administration believes the student can be removed from this program. After a student is released from Complete Supervision, if they violate Tilden smoking policy again, it will be left to the administrators to impose whichever consequences they deem appropriate, ranging from temporary supervision to expulsion.

*NOTE: Students enrolled in our Complete Supervision program will have an increased fee of \$80/hr for course instruction.

Breaks, lunch, and starting class on time

The five-minute passing period is for students to get their books and get prepared for the next class. Since the passing period is too short for students to go elsewhere for food, they are welcome to bring food from home or buy lunch during the 30-minute lunch break. We ask that students be respectful of their teachers and other students by being on time for class after breaks and lunch.

Computer Use Policy

Students are encouraged to use the school computer resources, during Study Hall only, as a reference tool, for preparing research papers and reports, and any other educational purpose. Computers are not available for accessing social networking sites, shopping, or any recreational web surfing. Students who have Study Hall should come to school with a flash-drive in order to download any work completed on Study Hall computers.

Study Skills and Class Materials

We emphasize study skills, time management and organization in all coursework. Students are asked to keep track of written assignments and due dates, and to build a notebook of completed work. Please send your student to school with the following supplies:

Notebooks or binders	Lined notebook paper
Graph paper (if needed)	Dividers
Pens/pencils	Calculator
Flash-Drive	Compass and Protractor (for Geometry)
Index cards for making flashcards	Colored pencils (if requested by the teacher)
Water bottle	Student Planner/Date Book (offered by Tilden)

Textbooks and Paperback Books

The school will supply your students with the book(s) they need for their course at a fee that will be discussed with the parents. Parents can also opt to purchase books on their own for their student if they prefer. Due to the very high price of textbooks, the school cannot provide books for students to use in the event that they forget their book from home. Some parents/students opt to buy two sets of books in order to have one at home and one at school. If your student would like to leave his/her book at school, there are bookshelves designated for this purpose, although if someone other than the rightful owner of the book takes a book from this bookshelf, Tilden does not assume responsibility for the missing book and you will be required to pay for a second textbook.

If your student wishes to choose a paperback book for History or English class that is not part of our regular curriculum, we will purchase a book for the teacher as well, unless we already have the book in our small school reading library. We can usually purchase such books used for a small fee, which we request be covered by the parents.

Transcripts

Your student's transcript can be seen on the progress reporting system by clicking on the heading "My Transcript" once you are in the system (see Parent-Teacher Communication or your Policies and Fees form for instructions on logging into the progress reporting system). As your student completes each semester course, the transcript will be updated. If you think your student has completed a course that is not on the transcript, please let us know. In addition, if your student has transferred as a full-time student from another high school, please be sure to provide us with his/her transcript from the previous school so we can add this to the transcript. Finally, if you see any identifying information that is missing or inaccurate, please go to "My Settings", correct the information, and this will correct the information on the transcript. For college applications or transfers to another school, you will need to contact us to request a transcript. Transcripts are free, so we ask that for college applications, you bring us stamped, addressed envelopes, as well as a checklist for each address to which we should mail a transcript. For students transferring to another high school, a transcript request will suffice. Please note that we will require you to approve your student's transcript (by phone, in-person, or by email) before we mail them out.

School Hours

Students are scheduled to be at school during classes in which they are enrolled. Because we use classrooms all day for instruction, we ask that students arrive at the beginning of their class and leave when they are finished, unless otherwise arranged by their parents with the Co-Directors.

Transportation and Parking

As an open campus we expect students to be coming and going throughout the day. We understand that many students will be driving themselves to school and require a place to park. We reserve parking spots a few blocks down Solano at the Albany Theatre, which students can use by getting a parking permit from our front desk. Street parking is also available but is only 90 minutes on Solano. Street parking is not allowed on Evelyn, the street just east of the school. If your student will be driving to school we ask that you inform us of the make, model, and license plate number for up to two vehicles they may be using.

Parent-Teacher Communication

Teachers update your student's progress after each class on our online progress reporting system. To access your student's progress, go to www.tildenprep.com/calendar. Type in your student's first and last name (two words with a space) and last name again in the box labeled "Password." Click on "Go" and you will see your student's calendar of classes and teachers listed. After each teacher's name, click on "progress" to see the teacher's progress notes. Teachers' email addresses are found on your student's calendar page. Parents can briefly meet with teachers at the start or end of the class the teacher has with their son/daughter. We request that parents limit their email to teachers to scheduling changes and an occasional question about the course. If a parent has the desire for more email with a teacher, or wishes to meet directly with teachers, this will be billed at the usual instructional hourly rate.

Schoolwide Communication

Upon your student's enrollment, you will be signed up to receive emails from our parent Google group. We have found that this is the most effective way to communicate with all of our parents, so we send out announcements, policy changes, scheduling information, etc. via our Google group. We try to use this as sparingly as possible, so when we do send out an announcement, please understand that it is important and needs to be read in a timely manner.

Also, on the progress reporting login page, we have the capability to post announcements and other information as well. If there is anything posted there, it should be read as well.

Communication with the Directors

We are always working to enhance our program and do an even better job of meeting the needs of students and their families. To facilitate this process, we have students fill out a questionnaire about their learning style and preferences when they first arrive at Tilden Prep, and fill out a second questionnaire at the end of their classes regarding their experience. We also provide you with a parent survey towards the end of each academic school year regarding your observations of your student's experience. In addition to these, we welcome your comments and suggestions at any time.

If you would like to talk to us about specifics regarding your student's program, please feel free to send an email, or ask for a brief conference. If you would like a conference to include your teachers, their time will be billed. If your student requires administrative time in excess of the customary amount of time allotted for each student, the directors will inform you of this and discuss any additional fees for administrative time.

Contact information for the Co-directors is:

Karen Hobbs, Ph.D. 1karenhobbs@gmail.com
Shary Nunan, Ph.D. 1snunan@gmail.com

Contact information for the administrative team is:

Heather Fitzpatrick hfitz16@gmail.com
Jane Muller jemtilden@gmail.com

Please note that while this handbook is fairly comprehensive, we cannot anticipate every situation or answer every question about enrollment at Tilden Prep. In addition, circumstances may require that the policies and expectations described in the handbook change from time to time, and the school reserves the right to amend, supplement or rescind any of these provisions, as it deems necessary and in its sole discretion. You will be advised of changes that occur via email and you are responsible for reading and understanding any and all revisions.

I have received and reviewed a copy of the Parent/Student Handbook for Tilden Preparatory School and agree to follow the rules outlined.

Parent Signature

Date

I, _____ (name of student) have read the Parent-Student Handbook and agree to abide by the stated rules. In particular, I understand that I am not to use the computers at school for any purpose other than to complete homework. In addition, I understand that I am not to have any illegal substances in my possession, or to use any illegal substances during my day at Tilden Prep, including during breaks and at lunch, or to misuse prescription medication.

____ I would like to be friends with the Tilden Prep Facebook account (Heather TildenPrep), so that I can be notified of upcoming events and announcements, and keep in touch with other Tilden Prep students. I give permission to Heather Fitzpatrick, the administrative assistant at Tilden Prep, to send me a friend request from the Tilden Prep Facebook account.

___ No, thanks. I would NOT like to receive a friend request from the Tilden Prep Facebook account.

Student Signature

Date

My student will be driving him or herself to school. I understand that parking is available by permit at the Albany Theatre and street parking is **not allowed** on Evelyn Ave. Below is the vehicle information for my student:

Make

Model

License Plate Number

Make

Model

License Plate Number

Appendix F: Employee Handbook

**Tilden Preparatory School
Employee Handbook**

2011-2012

OVERVIEW

Tilden Preparatory School has prepared this manual to provide you with an overview of the school's policies, benefits, and expectations. It is intended to help familiarize you with important information about the school, as well as information regarding your own privileges and responsibilities. Every employee is required to read over the entire handbook carefully; it is a valuable reference and it is important that you understand the material it covers. In addition, it is a useful reference to refer back to when you have questions about the areas covered.

The handbook cannot, however, anticipate every situation or answer every question about employment at Tilden. In addition, circumstances may require that the policies, benefits and expectations described in the handbook change from time to time, and the school reserves the right to amend, supplement or rescind any of these provisions, other than the employment-at-will provisions, as it deems necessary and in its sole discretion. You will be advised of changes that occur.

We hope that the relationship between the school and all employees is positive and productive. In that spirit, this handbook was prepared with input from a committee of faculty and staff, and we encourage you to share with the Administration any suggestions or ideas you feel could benefit the school and its employees. We hope that by working together we can share a common pride in our school and the tradition of excellence that we have built.

Karen Hobbs, Ph.D.
Co-Director

Shary Nunan, Ph.D.
Co-Director

WELCOME

Welcome to Tilden Preparatory School, part of School For Independent Learners East Bay. We are looking forward to working with you in our mutual goal of carrying out the mission of Tilden:

At Tilden we believe that all students have an inherent right to a quality education, delivered with the highest respect for all concerned. The school emphasizes individual achievement and promises a learning environment in which students master learning in all subject areas. Further, the school uses a no failure grading policy to foster ongoing success and academic self worth.

EXPECTED SCHOOL WIDE LEARNING RESULTS

Expected School Wide Learning Results (ESLRs) have been outlined for Tilden. These are the goals we hope to achieve to some degree with each student. The ESLRs for Tilden are as follows:

a) Academic achievers who:

- i) Are well prepared to continue their education and achieve post-secondary goals
- ii) Enjoy success in school and produce quality work to their full potential
- iii) Use feedback to assess, monitor, and improve progress
- iv) Feel confident about themselves as learners

b) Effective communicators who:

- i) Write and speak clearly
- ii) Listen and read attentively to interpret the messages of others
- iii) Articulate their needs in a responsible and respectful manner

c) Competent users of technology who:

- i) Use the Internet effectively for research and further exploration
- ii) Use technology to demonstrate what they have learned

d) Self-directed learners who:

- i) Set and work towards personal goals
- ii) Are aware of learning strategies that work best for them
- iii) Identify when they need assistance and request help in an appropriate manner

e) Responsible members of the community who:

- i) Demonstrate consideration and respect for others
- ii) Engage and participate in their classes to enrich the learning community

ASSIGNMENT OF STUDENTS

When you start your employment at Tilden, we will ask you for your available hours to work. In providing these, we expect that you will have these times in your schedule for the duration of time needed to complete the course for the student. Please be sure to keep your blackout periods updated so that we are sure to know what your availability is.

When a parent calls, we assign instructors based upon availability and according to the following guidelines:

- Teacher is in “good standing”*
- Parent/student request for a specific instructor
- Skill set and experience required for the assignment
- Temperament fit of teacher to student
- Instructor seniority
- Closing gaps in teachers’ schedules
- Equal distribution of work among teachers
- First to confirm assignment request

This last consideration is important to keep in mind. We may call or email you to find out your availability, but may also make calls/emails to other teachers with the same request. In addition, with full-time students, we are juggling the schedules of all the teachers to make a final schedule for the student that will cover all his/her required classes. You will receive confirmation by email that you are teaching the course (usually in an email to the parent that includes your email as well) and the starting date; prior to this, there is no guarantee of teaching the student.

Most of our teachers are in “good standing” throughout the academic school year. Occasionally a teacher has problems with lateness, missing or late progress reports, or vacations taken outside of the school holiday periods. While we try to be reasonable about exceptions (for example, very occasional lateness, needing to take time off for a family crisis), if we perceive a problem in any of these areas, the teacher will be notified that they are currently not in “good standing” and will therefore have a lower priority for being assigned students, receiving pay raises and/or receiving bonuses. If you have a situation that would require you to miss regular school days, please check with us in advance and we can let you know whether missing those days would affect your standing.

EMPLOYMENT IS AT WILL

We are happy to have you with us at Tilden Preparatory School, and hope that your employment here will be a positive and rewarding experience. However, we cannot

make any guarantees about your continued employment at Tilden. Your employment here is at will. This means that while we anticipate a good-faith effort on your part and ours to have you complete your courses with your students once you start them, you are free to quit at any time, for any reason, and we are free to terminate your employment at any time, for any reason—with or without notice or cause. No employee or Tilden/SIL representative other than the Co-Directors has the authority to change the at-will employment relationship or to contract with any employee for different terms of employment. Nothing in this handbook constitutes a contract of promise of continued employment.

TEACHER RESPONSIBILITIES

You will be working one-to-one or in small groups with your students. Prior to your first meeting, you will receive information from the Co-Directors (usually through email and/or the Initial Student Questionnaire that students fill out when they first come to Tilden) about your student's learning style, personal interests, and their areas of strength and weakness. Incorporate this information into your approach while teaching your student the material. In addition, in the first session, make an effort to determine the level of competence your student has with the subject matter (this is particularly important for cumulative classes). If your student requires some review prior to starting the coursework, please be sure to mention it to Shary or Karen on the day of the first class, and in your progress report (described below).

At the end of each class, you will be expected to complete a progress report online for your student. This should be done with your student in the last few minutes of class. Please include whether they completed their homework from the previous class, the work they completed during class, the assigned homework for next class and any other relevant information. If you observe anything about your student that is relevant to the Expected School-wide Learning Results, please make a note about that observation in the progress report. Occasional positive reports about the student's progress (e.g. real effort and/or gains made by the student) are always appreciated by the parents and student. If you fail to provide progress reports on a timely basis and parents request a refund, you may be docked consistent with the refunded amount.

All work completed by the student should be kept in the student's work file at all times. If you need the work during your class, please return it to the work file at the end of the class. The work files allow us to see how your courses are progressing with each student, so it is essential that the work files are kept up to date. The filing cabinet for students' in progress work is located in the long suite, across from the main office.

Because of the one-to-one and small group format, courses are typically completed in about 30 hours per semester, with lab sciences taking 36 hours and languages taking 33 hours per semester. AP classes typically take 40-45 hours per semester. There are curriculum guidelines for most courses that show how many class hours you should be using to cover each chapter/unit. If there are no guidelines available, you should divide the curriculum (or book) into sections that would allow completion of the semester

course within the expected time frame. You should be giving your student about 45-60 minutes of homework per hour of class time in order to complete the course within this timeframe, unless otherwise requested (some parents don't want their student to have this much homework).

Sometimes student will move more quickly or slowly through the material. If the student moves more quickly, this is acceptable as long as s/he is able to show mastery, with 15 hours per semester being the minimum allowed time for completion of a course. Some students move more slowly for a variety of reasons, including learning issues that impede the acquisition of the material, lack of follow through with homework, or difficulty retaining what they've learned. If this occurs, please make note of the reasons why the course is taking longer (making sure to describe the problem in a manner that is respectful of the student), and give some indication of how many hours will be added to the course as a result. If you reach a point where you are five hours behind the expected rate of completion, please let us know so that we can work with you and the parents to determine what is needed for the student to successfully complete the course in a timely manner. The curriculum guidelines generally have an estimate of how long each unit or chapter typically takes, and you can use this as a guideline to determine whether you and your student are going faster or slower than expected.

When a student is moving slowly in your course, it is tempting to put excessive pressure on them to complete homework. Please resist this temptation, as we do not grade down for lack of homework. Please do be absolutely sure to note lack of homework in your progress reports so that the parents are aware.

About halfway through the course, parents often begin to wonder how it is going, and how much longer the course will take to complete. For this reason, if you can make note in a progress report about once a week regarding how much longer you anticipate the course to take, this will help parents and you are less likely to receive emails from them or us inquiring about this.

If you are working with a student who has learning problems that are interfering with the progress of the class and you need help managing this, please come to Shary or Karen to discuss this. We are always interested in how your classes are going, and can often make suggestions regarding how to engage the student, how to manage issues of behavior or attitude, and how to address organizational or other learning problems that the student may have.

Because it is often difficult for students to focus on their work, teachers should avoid distracting behaviors such as checking email, talking on g-chat, texting, making phone calls, or using the internet for personal reasons during class. It's fine to read, look up material for the class, or engage in any other activity that is directly related to the student's class (such as writing a progress note). It is essential for you to remain with your student for the full 55 minutes of the class. If you let your student go early, you will not be able to charge for the time. Similarly, if you have the student work on his/her

own while you leave the room for an extended period of time, you will not be able to charge for that time.

Because of the more intimate nature of working one-to-one with a student, teacher/student boundaries become even more important to maintain. This can be challenging particularly with students who want to engage you in personal conversations as a way to avoid focusing on hard-to-understand material. The following guidelines should be followed to address this issue:

- a) A maximum of five minutes per class should be spent talking about personal aspects of the student or teacher's life.
- b) At no time should teachers be talking to students about their personal problems, any behavior that is illegal (such as previous drug use), or topics such as alcohol, drugs, or sex.
- c) Teachers should not leave the building with a student unless the student's parents have given written (or emailed/printed) permission for this to occur and the administration must be notified.
- d) If you learn of any drug-related or other inappropriate behavior that's occurred at the school, please let us know. This is not confidential information. If students confide about drugs they used outside of school hours (e.g. on weekends), so far we don't think this needs to be told, but if students are exchanging drugs on or off campus, we want to know.

Upon completion of each semester course, you should complete an email to the administrative assistants (Jane and Heather), and the co-directors, Shary and Karen, giving the following details in the Subject line: Name of student, Course, Semester and final grade. An example of this would be:

Subject: John Smith, Biology, S2, B+

This allows us to check our email archives and quickly see the courses and grades for any given student. You also need to provide a final grade and statement of completion in your final online progress report. To do this, when you finish your semester course, click "Mark as Completed" and this will take you to a page where you can post a final report and grade. Once you've completed these, click "Submit" and this will automatically post the grade on the student's online transcript. Please place the graded mid-term and final for the semester in the student's work file, along with all chapter tests, vocabulary tests, essays (including rough drafts), and other homework that reflects the work your student has completed in his/her course in the student work file. The completed semester file should then be moved to the file cabinet in the main suite, with all the student's other completed coursework. If you need to know where this is, please ask Heather or Jane.

Once you have completed these steps, we will be able to designate the course as "Completed", remove it from your active calendar, and we will also know you are

available for a new student assignment. The progress reports for the completed class will remain in your calendar until the beginning of the next month so that we can bill the parents for the hours spent at the end of the month, and they have a chance to compare their bill with the hours you've logged.

DRESS CODE

It is expected that you will dress in a professional manner. This means no holes in clothes, clothes must be hemmed, and clothes should be neat in appearance and fit well (not overly loose or tight). Button down shirts or sweaters are preferred to T-shirts, no baseball caps, no overalls. In general, you should be easily distinguished from the students, not just because of your age, but also because of your appearance.

STUDENT INFORMATION

The vast majority of students are at Tilden because they were not able to succeed in a classroom environment. This can be because of learning differences, emotional concerns and/or health problems. When we first assign a student to you, we will provide you with information about these issues, and post that information in the "I" section of the student's calendar. To access the "I" section, open up the student's course, and click on the blue "I" at the top of the page. You can also add information to this section about what you have found most effective in teaching your student, so that the next teacher can learn from your experience. This section is completely confidential from the student and parents.

CURRICULUM

You will be provided with curriculum or a curriculum guide and textbook prior to beginning your course. The curriculum and curriculum guides, exams, answer keys, and supplemental materials can all be found online on our progress reporting system. Please review the topics to be covered, the Key Assignments, and the Grading Policy so you can follow them throughout your course. Modified courses are rare at Tilden and must be approved by the parent(s) and administration.

In addition to key assignments as listed in the guide, please administer a cumulative mid-term and final FOR EACH SEMESTER.

Expectations for production of work is as follows for each course:

For math and science classes, there are chapter or unit tests available that must be given at school, closed book, and can be counted towards the final grade. All midterm and final exams, plus any chapter tests that you want to count towards the final grade should be taken, closed book, at school. When it's time for your student to take the exam, go online to the progress reporting system, print the appropriate test, and place the exam in the test binder. Tests are alphabetized by students' last name. **No tests**

should be taken during your class hours with the student unless specifically requested by a parent. Students should let the administrative staff at the front desk know that they have an exam to take. We will oversee their taking of the test, or they will take it in Study Hall, then they will place the completed test in your mail slot. All tests can be corrected during the students' next class hour (either with the student, or while s/he is completing other work). Finals are often taken after all classes are over—if this is the case, you can keep track of your time correcting the final (not to exceed one hour) and document the time with a progress report, so the parents understand the reason for the charge.

For English courses, you will be assigning work according to the following guidelines: Four essays per semester, plus 100 vocabulary words per semester, plus grammar from "Writer's Inc" as appropriate to the level of the student. Vocabulary should be assigned in 10-word groups every three class hours, so that by the end of the 30 class hours, you have assigned and subsequently quizzed the student on a total of 100 words. Essay length is as follows:

9th grade: Two 1-page essays plus two, 3-page essays

10th grade: Two 1-2 page essays, one 3-page essay and one 3-5 page essay

11th grade: Two 1-2 page essays, one 3-5 page essays and one 5-7 page essay

12th grade: Two 1-2 page essays, one 3-5 page essay, one 5-7 page essay

If you use the English textbooks, further instructions regarding types of reading and essays will be provided in the curriculum. If you choose to read novels with your student, make sure they cover the standards outlined in the curriculum. Many teachers choose to use a combination of readings from the textbook along with a novel that covers one or more sections of the curriculum. Essays should be gone over in class with the student, with the possible exception of the final essay. If this is turned in after your classes with the student are over, you can enter a final progress report with a notation of the time it took you to review the paper (not to exceed one hour).

For History courses, you have the option to give the available tests to your student, to assign essays, assign projects, or to do a combination of the three. If you assign essays only, follow the guidelines for the English courses, but instead of assigning 100 vocabulary words in 10-word units, assign 100 "important figures and events," with quizzes to test the student's knowledge of these areas.

For Foreign Language courses, there are chapter tests, midterms and finals that should be given to your student as described above for other courses. No tests should be given to students to take home. In addition, you can add oral quizzes and tests as you determine helpful in assessing the progress of your student. Oral quizzes should not replace written quizzes and tests, however, unless specifically approved by the Co-Directors. If you give oral quizzes and/or tests, please make a written copy to keep in the student's work file (see below).

GRADING

For any work or test scores below 80%, please re-teach and retest (with a different test) until the student achieves 80% or better. Some students and their parents will agree that they want their student to work up to a “C” level. While this is not part of our mission, we will make exceptions for some students and allow this, particularly in cases where the student has worked far beyond the expected 30-36 hours for the course and still cannot reach 80% mastery of the subject. You should always work towards 80% mastery unless a parent has given permission for a lower achievement rate, but if you see that a student is struggling excessively to reach this goal, please let us know.

The question often arises regarding how to grade a student who has finally achieved an “A” on a test, but took numerous attempts to do this. We are a mastery learning program, and therefore do give credit for students who work hard to improve their mastery; if you work with a student who puts in good effort and is constantly improving his/her performance as a result, you can give him/her an “A” even if it took more than one attempt to reach this goal. We only allow students to take finals two times to reach an “A”. If a student is still at a “B” level or lower after two attempts, the highest grade s/he can receive on the final is a “B”. If you have a student who you feel deserves an “A” and is testing at a “B” level, please talk to Karen or Shary. Homework is not factored into the grade except when a student demonstrates exceptional effort and has “A” level homework; then, homework can bump them up half a grade. Additional guidelines for grading are given in the curriculum guidelines for each class.

BOOKS

Most of the time, your student will be given a book for the course prior to the first meeting with you. On occasion, we need to order a book for a student, and there may be a brief delay in receiving it. If this occurs, you may need to share a book with a student until the second book arrives. Please allow the student to take the book home in order to complete his/her homework.

If your student does not have a book, and you know books are available (on the bookshelves), please do not get the book yourself for the student. These books are costly, and we need to keep track of who receives them in order to bill the appropriate parent. Please come to Karen, Shary, Heather, or Jane regarding this, and we will assign the book to the student and complete the necessary details to document it.

SUMMARY OF TEACHER RESPONSIBILITIES

In summary, the following are general teacher responsibilities for both full time students and dual enrollment students:

- 1) Arrive on time for your hours as assigned in your calendar.
- 2) Professional dress and demeanor (see subsequent section on **DRESS**).

- 3) Start class on time and teach for 55 minutes/ scheduled hour. During the 55 min session, go over new material or review material that the student did not understand. Any tests that are going to count towards the final grade must be taken at school, but outside of class time. All midterms and finals must be taken at school, also not during class time. All tests counting towards a final grade must be closed book. If you would like your student to watch a movie, or catch up on reading, those activities should be done at home or during study hall unless otherwise cleared with administration. Reading in class with students should be reserved for students with reading disabilities or students who failed to do their homework and reading is required to move forward.
- 4) If you are less than 5 minutes late for your student, make it up at the end of the hour. If you are more than 5 minutes late, but less than 15 min., deduct a quarter hour. Any lateness exceeding 15 min. should be deducted by the quarter hour.
- 5) Follow U.C. approved curriculum, if you make adaptations, be sure that they follow the California State Standards.
- 6) Adapt teaching style to accommodate student learning strengths and interests
- 7) Consult with Karen or Shary if any questions arise.
- 8) Keep written records of grades, assignments, and daily attendance
- 9) Complete progress reports at the end of every class
- 10) Provide timely feedback on all student work
- 11) Maintain regular communication with parents as needed.
- 12) Keep written records of all essays (rough and final drafts), quizzes and tests in the student file.
- 14) At the end of each course, click the button "Mark as Completed" then post a final progress report that indicates you have finished the class, and the final grade. Send an email to the administrative assistant with a cc to Shary and Karen, naming the course, semester and final grade.
- 15) We expect that you will be available to teach your student during the hours assigned. Please schedule any days off to correspond with school holidays.
- 16) If for any reason you are running late, or you need to cancel your students, you will need to email all four administrators: hfitz16@gmail.com, jemtilden@gmail.com, 1snunan@gmail.com, 1karenhobbs@gmail.com. You are encouraged to call in addition, but email is necessary.

TEACHER ILLNESS/NEED FOR SUBSTITUTES

While we expect teachers to be available during their course hours on a regular basis, circumstances such as illness or other unavoidable absences sometimes do arise. If you have to miss a scheduled class with your student, please give us as much notice as possible. Please do not find your own subs and do not just notify students of your absence without first checking with the administrators. Send an email to Shary, Karen and the administrative assistants with the dates and/or times you will be absent, which students need subs, and what areas the sub should cover. We will then assign a sub, post the person's name in the online calendar, and an email will automatically go out to you, the substitute teacher and the parents so everyone is aware of the situation. Once you see who is subbing for you, you can either send them an email with information about what to cover, or post it online in your last progress report.

If you have agreed to substitute for another teacher, you will receive an email indicating this, with the name of the student, day(s) and time(s) of the class(es). This email will also include the email address of the student's regular teacher, so that if any special lesson plans or activities need to be done, the sub and regular teacher can correspond directly. It is the responsibility of the regular teacher to provide all necessary information about the student(s)! The student and course will also show up on the substitute's schedule. Once you have completed the class, you should post the hour and progress report as you would for any other student.

VACATIONS

Tilden provides a yearly academic calendar, which is typically created at the end of the previous school year, or during the summer. Teachers are expected to take their vacations during the scheduled vacation periods, as taking them during school days presents a significant disruption to your student's course. If time away during school days is unavoidable, you will need to notify the administrative assistants and co-directors via email. This helps us to manage substitutes for your students and keep track of when students will be working with you.

Along these same lines, if a parent notifies you that one of your students will be on vacation, please be sure to email the administrative assistants and the co-directors to inform them. This allows us to put the students' vacation dates online so we can assign you new students or see that you are available to substitute during that time.

TEACHER AVAILABILITY

Because of the flexible nature of work at Tilden, we understand that you may have other commitments that you have to fulfill on a regular basis. On the online progress reporting system, we provide a "blackout period" tool, for this reason. If you only have certain hours available to teach students, you will need to block off all unavailable times in your schedule, so that we do not schedule a student during that time. To get to the blackout periods, log in to your account, click on "my settings" and you will see "blackout periods" underneath your contact information. Then, choose the dates and times that you are unavailable and click "submit."

Please note that students are scheduled according to the following schedules: Tuesday/Thursday, Monday/Wednesday/Friday, Monday through Thursday and Monday through Friday. We do not hire teachers unless they have availability according to these schedules, and if your schedule changes such that you're not available according to one of these schedules, it's highly unlikely that we will be able to schedule students with you. For example, if you have Wednesday, Thursday and Friday available, we would not be able to fill your hours.

TEACHER NOTES

Underneath your online schedule, you will see a long bar that says “Notes” in it, with a little calendar icon next to it. This is where you should type in important information about your current or upcoming schedule. For example, if you know that a student will be finishing within the next one or two weeks, you should create a “note” (by clicking on the calendar icon) that says, “John Smith will be finishing his Algebra 1 class with me, by Friday, [date], so I will have 9-10 a.m. available for a new student.” When we are scrolling through teachers’ schedules to see who is available, your note will show up, and we may be able to postpone a student from starting, until you have that time available. You will also use the “notes” at the end of the school year to let us know about your summer availability. One final case that you should use the “notes” for is when a student is continuing with you into the summer from the current school year, or from the summer into the next school year because we are not always aware of these students’ arrangements.

RESCHEDULING STUDENTS

If you would like to change the schedule of one of your students, please come and check with us first. We are managing many schedules for both teachers and students, and it is essential to keep track of when they are meeting. In addition, we cannot guarantee payment for a class that you schedule with your student if the parent questions the schedule (i.e. wasn’t aware of it, was confused about the date, etc.).

NOTIFICATION OF CANCELLATIONS

Parents are expected to notify you by email by 7:00 p.m. the day before a class to avoid a cancellation charge. If you receive notice by then, the class is cancelled and you will not receive payment. If notice is not given by then, you will receive payment for a late cancellation. Please mark the hour as “late cancel.” Parents are not allowed more than 5 on-time cancellations per semester course, unless you have cancelled class for any reason. Any teacher cancellations will be added to the number of on-time cancellations a parent can make without charge.

LATE STUDENTS

If your student is late and you have not received cancellation from the parent, you are required to stay at school (or the location in which you are meeting the student) and wait in case the student shows up. If you leave, you will not be paid for the class. You should first look around the school for your student (upstairs AND downstairs), as some students have difficulty with time management and/or motivation and may be avoiding class. If you can’t find your student, and the student is 10 minutes late, check the “late cancel” board. If the student’s name is not written on the board, call the parents at the primary phone number and one parent’s cell number. If no one answers, leave a message indicating that you have not seen the student. If/when the student arrives, conduct the session ending at the usual time even though it may result in a partial session. Note in your progress notes when the student arrived.

SCHOOL PROPERTY/RETURN OF PROPERTY

If you need to take books or other school property with you, please inform us so we can check the item out to you. At the end of your employment, please return all books and other property. The value of any items not returned will be deducted from your final check.

Please do not hesitate to call if you have any questions. Phone: 510-525-5506

Thank you, and enjoy your course!

GOVERNANCE

The school is a limited liability corporation governed by the two co-directors Karen Hobbs, Ph.D. and Shary Nunan, Ph.D. There is an Advisory Board of directors who help the directors with school goals, policies and procedures.

EMPLOYEE RELATIONS

EQUAL OPPORTUNITY EMPLOYER

Tilden provides equal employment opportunities to all employees and applicants without regard to race, color, religion, sex, national origin, ancestry, citizenship status, pregnancy, disability, age, uniform service member status, marital status, registered domestic partner status, gender (including sex stereotyping), medical condition (including, but not limited to, cancer related or HIV/AIDS related) or sexual orientation in accordance with applicable federal, state and local laws. In addition, Tilden complies with applicable state and local laws governing nondiscrimination in employment. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leave of absence, compensation and training.

It is the policy of Tilden to base decisions on employment solely upon an individual's qualifications relating to the requirements of the position for which the individual is being considered; we recruit, hire, and promote the best qualified persons for all jobs without regard to race, color, religion, sex, sexual orientation, marital status, national origin, age, handicap or disability.

It is Tilden policy to ensure that all personnel actions such as compensation, benefits, transfers, layoffs, company sponsored training, promotions, terminations and disciplinary actions are applied equally.

EMPLOYEE CLASSIFICATIONS

- 1. Part-Time Employees:** Part-time employees are at-will employees who average less than 30 hours or less per week. Compensation is hourly.

- 2. Full-Time Employees:** Full-time employees are at-will employees whose work schedule averages more than 30 hours per week for more than 6 months, and for every 6-month interval thereafter. Exact schedule may vary according to available work. Compensation is hourly.

PAY

Your rate of pay has been arranged between you and the directors. This is an hourly rate for hours worked. There is no pay for vacations, sick days, or time spent outside the usual hour, with the exception of the final exam grading, not to exceed one hour per semester.

Pay Periods

1. Pay periods are bi-weekly. Hours are collected on the 15th and the last day of the month. Hours are sent to payroll on the following business day and checks are received the business day after hours have been submitted to payroll.
2. Paychecks will be placed in your box at school.

Deductions

The only deductions from your paycheck are those required by law or authorized in writing by you. Your check stub identifies each deduction and should be kept as a permanent record.

HEALTH BENEFITS

Tilden offers health insurance to regular employees who meet the eligibility requirements. To become a regular employee, new employees must complete the probationary period as follows:

Probationary Period

All new employees will have a probationary period of three months. At the end of the initial three months, Tilden will:

- 1) Determine that the employee will become a regular (full- or part-time) employee;
- 2) Terminate the employment of the employee, or
- 3) Extend the probationary period for three additional months

Once an employee has completed the probationary period and is determined to be a regular employee, s/he will become eligible for health insurance upon completion of a quarter (three months) of employment in which s/he has worked an average of 40 hours per pay period. Quarters are January-March, April-June, July-September and October-December.

After becoming eligible, the employee will be enrolled in the health insurance program at the next program entry date. At present, the program entry dates are March 1 and September 1 of each year. Employees' enrollment will extend until the next program entry date. Tilden will pay the first \$100.00 per month of the insurance premium; the balance will be the employee's obligation.

Please note that this health insurance plan does not change the employee's "at will" employment status.

Assignment of Hours

Tilden attempts to provide the employee with the hours the employee desires. However, the availability of hours is subject to many changing factors (see **Assignment of Students** Page 3). Assignment of hours remains at the complete discretion of Tilden Prep and there is no guarantee that the employee will be assigned sufficient hours to become eligible or retain eligibility in the health insurance program.

Continuing eligibility and breaks in eligible employment

At each subsequent program entry date the employee will continue to be enrolled in the health insurance program for the upcoming enrollment period if the employee has worked at least an average of 20 hours per calendar month in the prior enrollment period. If the employee has not worked at least an average of 20 hours per week in the prior enrollment period, the employee's enrollment in the program will terminate as of that program entry date (subject to any option to continue coverage as explained below). When an employee's enrollment is terminated, the employee will be eligible for COBRA or other continuing coverage as provided by the health insurance program, solely at the employee's expense. Once an employee's enrollment has been terminate the employee may become eligible again if the employee meet the requirements for initial eligibility set forth above.

Health insurance program subject to change or termination

Employees should understand that Tilden has no obligation to continue the health insurance program at any time. The terms and continuation or termination of any health insurance program are entirely within the discretion of Tilden. Tilden retains the right to change or terminate the health insurance program at any time, for any reason or no reason.

DURATION OF EMPLOYMENT

Tilden hopes that the school and every employee will find the employment relationship satisfying and rewarding and that the terms of any employment agreements between them will be fulfilled. At the same time, the school recognizes that circumstances

sometimes arise that necessitate change. All employees are free to terminate their employment with Tilden at any time, with or without a reason, and Tilden has the right to terminate the employment of any employee at any time, with or without a reason. This is called “employment at will” (also defined on page 2 of this handbook). No one at Tilden has the authority to modify the “at will” nature of the employment relationship other than the Directors by specific written agreement.

If your employment is terminated because of economic conditions or lost business, Tilden will provide you with as much advance notice as possible and will attempt to give up to two weeks notice. Tilden requests that employees give a two-week notice of resignation. Upon termination, you will be paid all earned wages in accordance with the law.

CORPORAL PUNISHMENT AND OTHER ABUSE

It is the explicit policy of Tilden that no employee shall engage in corporal punishment of students or verbal, mental, physical or sexual abuse.

HARASSMENT POLICY

Tilden is committed to providing a work environment free of unlawful harassment. It is the policy of Tilden to prohibit any form of sexual harassment. Improper interference with the ability of employees to perform their expected job duties will not be tolerated and should be reported to the appropriate supervisory personnel immediately.

Illegal harassment in any manner or form is expressly prohibited and will not be tolerated by Tilden. Any employee found to have engaged in such conduct, or who condones such action on the part of subordinates, will be subject to appropriate disciplinary action up to and including termination of employment. An employee may also be subject to individual liability and penalties as a harasser.

For the avoidance of any doubt,

1. The term “harassment” includes but is not limited to unwelcome slurs, jokes, verbal, graphic or physical conduct relating to an individual’s race, color, religion, sex, national origin, ancestry, citizenship status, pregnancy, disability, age, uniform service member status, marital status, registered domestic partner status, gender (including sex stereotyping), medical condition (including, but not limited to, cancer related or HIV/AIDS related) or sexual orientation.
2. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:
 - a. Submission to such conduct is an explicit or implicit term or condition of employment;
 - b. Employment decisions are based on an employee’s submission to or rejection of such conduct; or

c. Such conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

3. The term "harassment" may also include conduct of employees or supervisors who engage in verbally or physically harassing behavior that has the potential for humiliating or embarrassing an employee of Tilden based on the protected categories listed above.

COMPLAINTS PROCEDURE

If you experience any job-related harassment or have a related complaint, you should promptly report the matter to the co-directors, or to a member of the board of directors. Tilden Prep will undertake an investigation ensuring confidentiality to the greatest possible extent. Where illegal harassment is determined to have occurred, Tilden will immediately take appropriate disciplinary action, including written warnings, suspension, transfer and /or termination. Employees also may have personal liability for behavior that violates state anti-harassment laws.

Once a complaint is received, Tilden will begin a prompt and thorough investigation. The investigation may include interviews with all involved employees, including the alleged harasser, and any employees who are aware of facts or incidents alleged to have occurred. Tilden prohibits employees from hindering an internal investigation or the internal complaint procedure.

Once the investigation is completed, a determination will be made regarding the appropriate response to the allegations. If it is determined that a violation of the harassment policy has occurred, prompt remedial action will be taken. This may include some or all of the following steps:

1. Restore any lost terms, conditions or benefits of employment to the complaining employee.
2. Discipline the harasser. This discipline can include written disciplinary warnings, transfer, demotion, suspension and termination.

The California Department of Fair Employment and Housing and/or the U.S. Equal Employment Opportunity Commission may also investigate and process complaints of harassment. Violators are subject to penalties and remedial measures that may include sanctions, fines, injunctions, reinstatement, back pay and damages. The address of the local office of the Department of Fair Employment and Housing and the Commission, respectively, can be found among the state and federal office listings in the telephone book.

It is unlawful for an employer to retaliate against employees who oppose the practices prohibited by the Fair Employment and Housing Act, or file complaints, or otherwise participate in an investigation, proceeding, or hearing conducted by the Department of Fair Employment and Housing. In this respect, Tilden expressly prohibits any form of

retaliatory action against any employee availing themselves of the benefits of this procedure. Retaliation is a violation of this policy and may result in discipline, up to and including termination. No employee will be discriminated against, or discharged, because of a good faith bringing or assisting in the investigation of sexual or other unlawful harassment. Also, similarly, Tilden prohibits employees from hindering the internal investigations and the internal complaint procedure.

OPEN DOOR POLICY & PROBLEMS/RECOMMENDATIONS PROCEDURE

Misunderstandings or conflicts can arise in any organization. If you have a question or a complaint or are bothered by a job-related situation, you should first speak with Shary or Karen. This is usually the best way to seek resolution of problems and is a matter of professional courtesy. If, however, the issue is not resolved, you are encouraged to bring your concern to the board of directors.

This procedure should be used in the following instances:

- i) If you experience any job-related harassment or have a related complaint
- ii) If you experience poor interaction with a colleague, or student including arguments
- iii) If you notice sub-standard performance from, or a training need for a colleague
- iv) Any other Tilden Prep improvement

The procedure is to write/email a note to Shary or Karen with the following information:

- i) Outline the issue at hand
- ii) Outline why the issue is a problem
- iii) What is your role in the issue
- iv) Proposed solutions for all parties concerned (including yourself if appropriate)

Tilden will undertake an investigation ensuring confidentiality to the greatest possible extent.

PERSONNEL FILE ACCESS AND CONFIDENTIALITY

Tilden recognizes and respects the information contained in employee records. Certain information about you as a member of the organization is essential for payroll. Your home address and telephone number must be correct and current. Be sure to tell Karen or Shary whenever this information changes.

In response to valid requests to verify employment, for business references, or for credit purposes, Tilden will release employment status, i.e., active or terminated, job title, and dates of employment. Additional information regarding employment will be released upon written authorization from the employee. Additional information may also be released pursuant to subpoena or other legal obligation.

Tilden maintains a personnel file on each employee, which may be reviewed upon request.

ON THE JOB

CODE OF CONDUCT

As an employee, it is important for you to know what personal conduct is expected of you while on the job. In most instances, your own good judgment will tell you what is the right thing to do.

In addition to complying with Tilden policies and job specific requirements, you are also expected to obey the rules and regulations of the school site. If your behavior does not meet position requirements, you may be subject to disciplinary action, up to and including immediate termination, with or without notice, and with or without cause at any time.

The following are examples of conduct prohibited by Tilden

1. Theft, fraud, embezzlement or other proven acts of dishonesty.
2. Any harassment of another employee, or student. This includes sexual harassment such as offensive gestures, unwelcome advances, jokes, touching, or comments of a sexual nature made to or about another employee, vendor or student. This also includes any comment of a sexual nature made to a student (even if it is about oneself). It also includes racial harassment or prejudice towards another employee or student and making false statements about other employees regarding issues of harassment.
3. Obtaining employment or promotion on the basis of false or misleading information.
4. Soliciting or accepting gifts (money, services or merchandise) in connection with Tilden business. Written authorization must be sought for gifts of any monetary value. The exception is gifts given to you by a student or their family as a holiday or "Thank You" gift.
5. Reporting for work under the influence of alcohol or any illegal substances; or possession, sale or distribution of alcohol or illegal substances while on Tilden premises or abusing such items while representing Tilden, or talking about the use of illegal substances while at Tilden.
6. Assisting anyone, whom you know or suspect to be involved in, or committing any crime or engaging in any conduct which rises to the level of a crime.
7. Falsifying Tilden documents or records, including misuse of timekeeping records or falsely inputting payment dates.

8. Insubordination, meaning refusing to follow legitimate instructions of a superior directly related to performance of one's job.
9. Disrupting the work environment.
10. Excessive absenteeism or tardiness.
11. Job abandonment, meaning the failure to report to work without properly notifying one's immediate supervisor, or leaving a job assignment prior to completion of your responsibilities.
12. Conduct that is likely to cause another employee, or a student embarrassment, loss of dignity, feelings of intimidation, or loss of opportunity, including all forms of discrimination and harassment.
13. Possessing firearms or weapons while on Tilden premises or threatening the personal safety of fellow employees, customers, or vendors.
14. Committing any act, on or off the Tilden premises, which threatens or is potentially threatening to the reputation of Tilden or any of its employees or students.
15. Misuse of company computers and email system, including: sending and receiving offensive material. Tilden maintains the right to spot check computers without notice.
16. Conducting personal business in the office. This includes using the company address as a billing address, making and receiving excessive personal calls, emails, and/or faxes, or using the printer excessively for personal business. Cell phone usage should be for essential/emergency calls only and be kept to an absolute minimum.

The foregoing list of prohibited conduct is not intended to be complete, and is subject to change at any time with or without notice. All decisions regarding disciplinary action will be at the sole discretion of Tilden. While discipline for standard violations will follow a progressive disciplinary procedure, Tilden reserves the right to implement discipline in accordance with the grievousness of the violation. Violations of these or any other Tilden policies may subject you to disciplinary action, up to and including immediate termination.

SAFETY & SECURITY

It is important to follow all safety and security measures prescribed by Tilden:

1. You are required to immediately notify Tilden management of any injuries that occur on the job or on customer property.
2. You should be aware of all emergency exits and the location of any emergency equipment in the school.

3. In the case of a fire, all students and staff should evacuate the building and assemble at the Albany Memorial Park (three blocks north on Evelyn Street). Bring First Aid Kit if possible.
4. In the case of an earthquake, school staff will be designated to remain and stay with the students until parents or other authorized persons come to pick them up. The co-directors, if not already at the school, will return to the school to ensure that students safely unite with parents. In the event of a large earthquake where the building needs to be evacuated, teachers and students should assemble at the Albany Memorial Park.

SUSPECTED CHILD ABUSE

Cases of child abuse may involve physical abuse, physical neglect, sexual abuse or emotional maltreatment. One of the most important grounds for suspecting child abuse is when a child tells someone that he or she is being abused. According to California State Law, all teachers, administrators, childcare custodians, or administrative officers of the school are required to report suspected child abuse to the proper authorities. When a child tells a particular person who is an individual required to report child abuse, the communication is not privileged. That individual, by law, must report suspected child abuse. Given this legal responsibility, the school observes the following guidelines in cases of suspected child abuse. All employees have received the California Child Abuse and Reporting Law Guidebook published by the State and should consult it for additional guidance in this area.

1. Any case in which a child directly reports abuse or in which a child is observed to be abused must be reported to the Bureau of Child Protective Services or the Police Department within 36 hours. The Director or the teacher may file the report, but the Director is to be apprised of any child abuse reports immediately. Depending on the nature of the case, the Director may choose to contact the parent directly before the report is filed. However, there is no legal obligation to contact the parent directly, and authorities usually advise against this procedure in most cases.
2. In more ambiguous cases where abuse is not observed or reported directly by a student, but may be questioned, the following procedures will be followed:
 - a. The Director will review the child's file together with appropriate staff members,
 - b. It is concluded that there are no grounds to suspect child abuse, the Director may decide not to pursue the case further.
 - c. If the situation remains in doubt, the Director may call on outside experts for advice on the matter.
 - d. If at any point in this procedure, the staff seriously suspects child abuse, the staff is legally obliged to report the case to Child Protective Services
 - e. In cases involving reports to Child Protective Services, the Director will routinely arrange an appointment to discuss the case with the family after the report has been

filed, unless there are specific circumstances which would advise against such a meeting.

WORKERS COMPENSATION LEAVE OF ABSENCE

Workers' Compensation Insurance protects you in the event of injury or illness resulting directly from work. When a claim is approved, this insurance generally covers most medical bills, provides a statutory benefit payment that varies by State, as well as a death benefit. Any benefit received from Workers' Compensation Insurance is used as an offset to any benefit payable from Tilden.

WORKPLACE SAFETY

The following safety rules should be observed:

1. No smoking anywhere on Tilden Prep premises.
2. Use chemicals (solvents, paint-cleaning products etc.) only according to directions.
3. Be sure stove burners and ovens are turned off after use. No flammable materials are to be stored nearby.
4. Lift heavy objects from your legs, never from your back.
5. Watch your step on wet pavement.
6. Blades on paper cutters should be lowered and locked when not in use.
7. Do not use unlabeled, generic bottles to store any cleaning supplies or other chemicals.
8. Do not store heavy objects on top of cabinets.
9. Turn off burner units for coffee or teapots.
10. Use step stools or stepladders when you need to reach an area higher than you can reach from the ground. Do not stand on chairs, tables or cabinets.
11. Always wear goggles when conducting science experiments.

In the case of any accident, please use the Tilden Accident Report form.

TRADE SECRETS

Tilden Prep prohibits the use of any of its materials other than for the purpose of teaching at Tilden Prep. All curriculum, school forms, Handbooks (including the Parent-Student Handbook and Employee Handbook) and the progress reporting system are under copyright and not to be duplicated for use elsewhere.

We hope you will have a fulfilling and safe term of employment at Tilden Preparatory School.

I have read thoroughly, understand, and agree to the school purpose, policies and teacher responsibilities outlined in the Tilden Preparatory School Employee Handbook.

Name: _____

Date: _____

(Please also sign the next page)

SUMMARY OF KEY RESPONSIBILITIES FOR ALL TEACHERS:

The following are critically important rules to follow at all times. Please read carefully and often until they are second nature to you:

- 1. Hours and progress reports** to be posted in the last few minutes of each class with student present.
- 2. Class length is 55 min.**, be sure to take your 5 min. break at the end of each class.
- 3. All student work** should be kept in the student's work file at all times. Work files can be kept on teacher desks, but tests must be kept in the student work file cabinet.
- 4. If the class is going to take 5 or more hours longer than the expected time** (30 hours per semester for most classes, 45/semester for AP classes, 33/semester for languages, 36/semester for lab sciences), email or talk to the Co-Directors.
- 5. Distracting behaviors** such as checking email, texting, making phone calls, or using the internet for personal reasons should be avoided during class.
- 6. If your student is more than ten minutes late**, call and email the parents to let them know.
- 7. All tests should be given outside of class** unless a parent has specifically given written permission to have their student take tests during class time.

8. When semester courses are completed, click “Mark as Completed” on the student’s Objectives, then post the grade and final progress report. Then send an email to Heather, with a cc to both Directors with: name of the student, course and grade in the “Subject” line of the email: Subject: John Smith, Biology, S2, B+. **DO NOT** go on to second semester of a year-long course without telling us. All second semester notes should go on a new course added to your calendar that designates the course as second semester.

BOUNDARIES

- a) A maximum of five minutes per class should be spent talking about personal aspects of the students' or teacher's life.
- b) At no time should teachers be talking to students about their personal problems, any behavior that is illegal (such as previous drug use), or aspects of their personal life (such as sex, alcohol use, etc.) that might make the student uncomfortable or be questioned by a parent.
- c) Teachers should not leave the building with a student unless/until the student's parents have given written permission for this to occur.
- d) If you learn of any drug-related or other inappropriate behavior that's occurred at the school, please let us know. This is not confidential information.

I agree to follow these rules at all times. _____

Appendix G: Orientation to Labs and Science Department Curricula

ORIENTATION TO LABS

Lab Space

A maximum of four people can use the lab area in the kitchen, either two teacher-student dyads, or one teacher with a group class. Please sign up ahead of time with your name and the number of students total in parentheses (e.g. Eunice Neely (2) would indicate a teacher with two students) to reserve the lab area. Furthermore, two teachers can use the lab area only if the counter to the left of the sink is clean. Therefore do not leave items to dry on that counter. Once you are done with a lab it is your and your students' responsibility to clean up. Let your students' glassware dry in their boxes or let them dry on the counter next to the stove.

Lastly, the counter space next to the microwave is off limits. It is designated for others to cook their food.

Lab Reports

After each lab, students are required to write lab reports. Each lab report must include:

- Student's name- .5 pt
- Date of Experiment- .5 pt
- Date Lab Report is Submitted- .5 pt
- Title (Should be the same title stated in the laboratory manual)- .5 pts
- Purpose (A specific brief statement about what the experiment is designed to determine in the student's own words)- 3pts
- Procedure (Briefly summarize what you did in performing this exercise. Do not simply copy the procedure statement from the lab manual)- 5pts
- Data Tables (Lab data in tables) – 10pts
- Observations (Data in words. What the student observed, smelled, heard, and saw)-10 pts
- Questions (Questions are asked frequently throughout and at the end of exercise. Half the points are given for writing the questions and half are given for answering the questions. Not all labs will have questions)-5pts for writing the questions/ 5points for answering the questions (total of 10 points)
- Conclusions (What did your student learn from the experiment? It should be based upon their data. How good is the student data compared to chemistry concepts that they are studying? If the data is not good, allow the students to discuss lab errors in this section)- 10pts

Lab reports should be out of 50 points.

CHEMISTRY OVERVIEW

Students get a workbook that contains problems that should be completed in combination with the section review questions. Furthermore there are worksheets (online), which are optional though recommended. Definition lists and/or flash cards can be used to organize & highlight the key concepts. A chapter should be completed in 2-3 hours and testing (grade 80% or higher) should be taken outside class, unless agreed otherwise. A semester is completed with a final. All tests, retests and answer keys are available online. There are also multiple choice practice tests available (online).

The lab experiments (manuals are online) can be done in 1 hour and are completed by either a worksheet or a scientific report. Reports should be written according to the online guidelines. There's a time reservation form in the laboratory area, since lab space is limited. All materials can be found in the corresponding lab supplies box or in the cabinets. There's a supplies 'shopping list' in case materials are running low. Keep all your students work (tests, finals, lab reports, homework) together in a manila folder with their name on it and store properly store the file after the class is completed.

Grading:	Participation/Homework	10%
	Labs	20%
	Chapter Tests	40%
	Final	30%

Semester 1

Chapter 1 p 33: #1-4, p 44: #1-4, p 47: # 37
 Workbook: p 8: #1-3, p 10: # 2-5, p 11: #7-8
 Lab 1 Scientific Method

Chapter 2 p 68: #1-5, p 79: #1-4
 Workbook: p 14: #2, p 16: #3-4, p 17: #12-14
 Worksheets: Atomic Build

Chapter 3 p 94: #1,2,4,5, p 113: #1-4
 Workbook: p 20: #1-2, p 21: # 4-11

Chapter 4 p 129: #1-4, p 147: #1-5
 Workbook: p 24: #1-4
 Lab 2 Separation of Liquids and Solids

Chapter 5 p 158: # 1-2, p 162: # 3-4, p 165: #5-6, p 169: #1-4, p 183: #1-4
 Workbook: p 27: #1-3, p 29: # 5-8, p 31: #10-13, p 32: #15-16
 Worksheets: Ionic Nomenclature, Mixed Ionic & Covalent
 Lab 3 Physical and Chemical Properties

Chapter 6 p 201: #1-5, p 209: #1-4, p 223: #1-4

Workbook: p 39: #3-12, p 41-46: # 2-7, 11-16, 21-26, 31-36, 41-46, p 49: #1
 Worksheets: Chatelier Principle
 Lab 4 Le Chatelier's principle (online)

Chapter 7 p 242: #1-4, p 251: #1-4
 Workbook: p 52: #1-4, p 53: #5-7
 Worksheets: Reaction Types

Chapter 8 p 281: #1-4, p: #1-4
 Workbook: p 55: #1-2, p 57: #3-9
 Worksheets: Electron Configuration

Chapter 9 p 312: #1-2, p 314: #1-5, p 333: #1-4
 Workbook: p 65: #2-4, p66: #6-9, 11-12, 14-16
 Worksheets: Lewis Dot Structures 1 & 2,
 Lab 5 Ionic Reactions

Semester 2

Chapter 10 p 347: #1-3, p 350: #1, p359: #1-2, p 365: #1-4
 Workbook: p 68: #1-2, p 69: #3

Chapter 11 p 381: #1-4, p 389: ##6-10, p 398: #1-5
 Workbook: p 73: #1-8, p 75: #1-4, p 77: #7-8, p 79: #10-12, p 80: # 16-18
 Worksheets: Boyles Law, Charles Law, Combined Gas Law
 Lab 6 Properties of Gases

Chapter 12 p 412: #1-4, p 429: #1-5
 Workbook: p 84: #1, p 86: #2-6, p 89: #3-8, p 90: # 9-11, p 92: # 12-16, p 94: #
 19-21, p 95: #22-25, p 99: # 32-35, p 101: #39-41, p 103: # 43-46
 Worksheets: Ideal Gas Law, Mass percentage, Limiting Reactant, Molar mass,
 Lab 7 Mole & molecules, Percent Yield, Stoichiometry
 Stoichiometry of Precipitation

Chapter 13 p 450: #1-5, p 463: #1-6, p 473: #1-4
 Workbook: p 107: #1-3, p 109: #1-3, p 112: #11-15
 Worksheets: Colligative Properties, Dilutions, Morality, Solutions,
 Lab 8 Stoichiometry Solution, Water
 Molecular Weight by Freezing Point Depression

Chapter 14 p 496: #1-5, p 502: #1-2, p 508: #1-4
 Workbook: p 114: #1-3
 Worksheets: Acid-Base Nomenclature, pH & pOH, Titration
 Lab 9 Titration of Vinegar

Chapter 19 p 691: #1-4

Workbook: p156: #1-6
Worksheet: Biomolecules

Chapter 20 p 718: #1-4, p 724: #4-6, p 732: #1-4
Workbook: p 158: #1-4, p 160: #1-5
Worksheets: Calorimetry, Phase Diagram
Lab 10 Calorimetry of Food

Chapter 21 p 751: #1-2, p 758: #3-4, p760: # 1-5, p 767: #1-5, p 779: #1-4
Workbook: p 165: #1-3, p 167: #4-6
Worksheets: Nuclear Chemistry

Tests: Conversion % to grade

A+ = 97-100

A = 93-96

A- = 90-92

B+ = 85-89

B = 83-86

B- = 80-82

AP CHEMISTRY OVERVIEW (In Progress)

The worksheets and videos are optional though recommended. Definition lists and/or flash cards can be used to organize & highlight the key concepts. A chapter should be completed in approx. 3 hours and testing (grade 80% or higher) should be taken outside class, unless agreed otherwise. The labs can be done in 1 hour and are completed by either a write-up sheet or a scientific report.

Grading:	Participation/Homework	10%
	Labs	20%
	Chapter Tests	30%
	Final	40%

Semester 1

Chapter
Lab

Semester 2

Chapter
Lab

Tests: Conversion % to grade

A+ = 97-100	B+ = 85-89
A = 93-96	B = 83-86
A- = 90-92	B- = 80-82

Final S2: Conversion % to grade

A+ = 90-100	B+ = 70-65
A = 80-90	B = 65-60
A- = 70-80	B- = 55-60

PHYSICS OVERVIEW

The book contains math problems (Practice A-F) as well as conceptual questions at the end of each section and at the end of the chapter. Furthermore there are worksheets (online), which are additional Practice A-F calculation problems. Definition lists and/or flash cards can be used to organize & highlight the key concepts. Another valuable source is <http://www.hippocampus.org/Physics>, a website with interactive animations explaining almost all topics. A chapter should be completed in 2-3 hours and testing (grade 80% or higher) should be taken outside class, unless agreed otherwise. A semester is completed with a final. All tests, retests and answer keys are available online. The Standardized Test Prep at the end of each chapter can be used as a practice test.

The lab experiments (5 per semester) can be done in 1 hour and are completed by either a scientific report. Reports should be written according to the online guidelines. Lab manuals are available online. There's a time reservation form in the laboratory area, since lab space is limited. All materials can be found in the corresponding lab supplies box or in the cabinets. There's a supplies 'shopping list' in case materials are running low. Keep all your students work (tests, finals, lab reports, homework) together in a manila folder with their name on it and store properly store the file after the class is completed.

Grading:	Participation/Homework	10%
	Labs	20%
	Chapter Tests	30%
	Final	40%

Semester 1

Chapter 1

Math problems: p 15: #2-4, p 20: #3-4, p 28: #11, 20, 29-31, 37
 Conceptual questions: p 9: #1-3, p 20 : #1, p 25: #2, 4, p 27-28: #3, 5, 10, 16, 24

Chapter 2

Math problems: p 44: #1-3, p 47: #3-4, p 49: #2, 3, 5, p53: #2-4, p 55: #2-4, p58: #2-5, p 64: #1-3, p 71-73 : #35, 36, 40, 42, 46, 48
 Conceptual questions: p 59: #2, 4, 5, p 60: #1, 6, p 68-70: #3-6, 13-15, 26, 29
 Lab Acceleration

Chapter 3

Math problems: p 85: #2-4, p 89: #1-3, p 92: #1-3, p 94: #1-3, p 99: #2-4, p 101 top: #2-4, p 105: #2-4, p : #24, p 108: #6, 48, 51, 53-56
 Conceptual questions: p 85: #1, p 94: #4, p 101 bottom: #1, p 105: #3, p 108: #2, 14-16, 27-29, 39-42
 Lab Projectile Motion

Chapter 4

Math problems: p 124 top: #1-2, p 128: #1-3, p 132: #2-5, p 139: #1-3, p 141: #2-4, p 148: #43, 45, 48

Conceptual questions: p 124 bottom: #1, 3, 4, p 129: #5, p 134: #5, p 143: # 5, p 145-147: #1-3, 16-18, 25, 26, 32

Lab Ramps, Friction

Chapter 5

Math problems: p 162: #2-4, p 166: #2-4, p 168: #2-4, p 172 top: #1-3, p 177: #2-4, p 181: #2-5, p 187: #39-42, 44, 45

Conceptual questions: p 163: #1, 2, 5, p 172 : #4, 5, p 178: #3, 4, p 184-186: #2, 6, 11-13, 17, 18, 26, 29

Lab Potential to Kinetic Energy

Chapter 6

Math problems: p 199: #1-3, p 201: #2-4, p 203: #1-3, p 209: #2-4, p 214: #2-5, p216: #1-3, p 219: 2-4, p 225-227: #38-41, 44

Conceptual questions: p 204: #1, 4, p 211: #4, p 220: #1, 4, 5 p 223-225: #2-4, 10, 16-18, 24, 27

Lab 2D Collision

Chapter 7

Math problems: p 236: #2-4, p 238: #2-4, p 242: #1-3, p 251: #1, 2, p 258: #1-3, p 261: #5, 6, p 265-267: # 40-42, 45-47, 52-54

Conceptual questions: p 239: #1, 3, 4, 6, p 247: #1, 2, p 253: #1-4, p 261: #1-4, 9, 10, p 263-265: #1, 3, 7, 13, 14, 16, 22-25, 30, 31, 33, 36

Lab: Lever

Chapter 9

Math problems: p 303: #2-4, p 311 top: #2-4, p 316: #2-4, p 324-325: #37-40

Conceptual questions: p 304: #1, 4, 5, p 311 bottom: #2, 5, p 319: #4-6, p 322-323: #1-4, 12-17, 21-23, 27-29

Lab Specific Heat of Metals

Chapter 10

Math problems: p 338: #2-4, p 346: #2-5, p 355: #2-5, p 363: #29, 30

Conceptual questions: p 341: #1, 4, p 349: #1-3, 8, p 357: #1, 3-6, p 360-361: #4, 6, 14, 15

Semester 2**Chapter 11**

Math problems: p 371: #2-4, p 379: #2-4, p 381 top: #2-5, p 387: #2-4, p 398 #49

Conceptual questions: p 375: #1, 3, p 388: #1-4, p 394: #1-5, p 396-397: #3-6, 12-

Lab	14, 18, 24-27, 30-32, 36, 37, 43 Pendulum
Chapter 12	
Math problems:	p 415: #1-4, p 427: #1-4, p 436-437: #36-38, 43
Conceptual questions:	p 413: #1-6, p 320: #1-5, p 431: #4, 5, p 434-435: #2-6, 9-11, 15-19, 21, 25-28
Lab	Resonance
Chapter 13	
Math problems:	p 449: #2-5, p 462 #2-4, 8, p 466: #2-6, p 478-479: #48-53, 56
Conceptual questions:	p 450: #1, 4, p 454: #1, 3, 4-6, p 468: #3, 4, p 474: #1-4, p 476-478: #1, 2, 8, 9, 14, 17, 18, 22-31, 40-45
Chapter 14	
Math problems:	p 493 top: #1-3, p 501: #2-4, p 508: #2-4, p 516-517: #41, 43, 48, 49, 56-58
Conceptual questions:	p 493 bottom: #4, p 505: #1, 6, p 511: #2-4, p 514-515: #3-8, 17, 18, 22, 28-31
Lab	Lenses
Chapter 15	
Math problems:	p 531 top: #2-4, p 538: #2-5, p 549-550: #26, 28-31
Conceptual questions:	p 531 bottom: #1, 2, p 540: #2-6, p 545: #1-3, p 548-549: #2, 3, 5-8, 12-17, 22-25
Lab	Diffraction Grating
Chapter 16	
Math problems:	p 566: #1-3, p 568: #1, 2, p 570: #1-3, p 575: #1-3, p 583-584: #36-38, 44-47, 53
Conceptual questions:	p 563: #1, 4-6, p 579: #2-4, p 581-583: # 1-3, 7-11, 25-27, 31
Lab	Coulomb Law
Chapter 17	
Math problems:	p 599: #1-3, p 607 top: #2-4, p 609: #2-5, p 615: #2-6, p 621: #2-5, p 629-630: #57-59, 67-70, 75-77
Conceptual questions:	p 601: #1-4, 10 p 616: #8, 9, p 623: #1, 2, 5, p 626-627: #3-6, 11-15, 17, 28-31, 35-38, 44-48
Lab	Capacitance
Chapter 18	
Math problems:	p 650: #2-6, p 655: #1-4, p 659: #1, 2, p 662: #1, p 668-671: #26-32, 38, 46
Conceptual questions:	p 645: #1-4, p 656: #5, p 666-667: #5-7, 9-14, 22

Lab Electrical Circuits

Chapter 19

Math problems: p 689: #1-3, p 692: #2-4, 8, p 697: #35-40, 43

Conceptual questions: p 682: #1-4, p 686: #1-4, 8, p 693: #2, 4, 5, p 695-696: #5-10, 14-17, 20-22, 26-28

Lab Magnetic Field

Chapter 20

Math problems: p 714: #2-4, p 726: #2-6, p 729: #2-5, p 742-743: #44-49

Conceptual questions: p 715: #1, 2, p 722: #3, 4, p 737: #2-4, p 739-740: #3-8, 13-20, 23

Lab Electric motor

Conversion % to grade

A+ = 97-100

A = 93-96

A- = 90-92

B+ = 85-89

B = 83-86

B- = 80-82

AP PHYSICS OVERVIEW (In Progress)

The worksheets and videos are optional though recommended. Definition lists and/or flash cards can be used to organize & highlight the key concepts. A chapter should be completed in approx. 3 hours and testing (grade 80% or higher) should be taken outside class, unless agreed otherwise. The labs can be done in 1 hour and are completed by either a write-up sheet or a scientific report.

Grading:	Participation/Homework	10%
	Labs	20%
	Chapter Tests	30%
	Final	40%

Semester 1

Chapter
Lab

Semester 2

Chapter
Lab

Conversion % to grade

A+ = 97-100	B+ = 85-89
A = 93-96	B = 83-86
A- = 90-92	B- = 80-82

Final S2: Conversion % to grade

A+ = 90-100	B+ = 70-65
A = 80-90	B = 65-60
A- = 70-80	B- = 55-60

BIOLOGY OVERVIEW

The book contains conceptual questions at the end of each section and at the end of the chapter. Furthermore there are worksheets (online), which are optional though recommended. Definition lists and/or flash cards can be used to organize & highlight the key concepts. A chapter should be completed in 2-3 hours and testing (grade 80% or higher) should be taken outside class, unless agreed otherwise. A semester is completed with a final. All tests, retests and answer keys are available online. The lab experiments (manuals are online) can be done in 1 hour and are completed by either a worksheet or a scientific report. Reports should be written according to the online guidelines. There's a time reservation form in the laboratory area, since lab space is limited. All materials can be found in the corresponding lab supplies box or in the cabinets. There's a supplies 'shopping list' in case materials are running low. Keep all your students work (tests, finals, lab reports, homework) together in a manila folder with their name on it and store properly store the file after the class is completed.

Grading:	Participation/Homework	10%
	Labs	20%
	Chapter Tests	30%
	Final	40%

Semester 1

Chapter 1 Lab:	p 10: #2, 4, p 15: #2, p 21: #4, p 25-26: #1-21 The Scientific Method
Chapter 2 Lab:	p 40: #1, 2, 4, p 44: #1, 2, 3, 4, p 49: #1, 2, 3, p 53-55: #1-38
Chapter 3 Lab:	p 73: #1, p p 81: #1, 3, 4, p 85-87: #1-36 The Macrobiome
Chapter 4 Lab:	p 99: #1, 2, 4, p 105: #3, p 109-111: #1-35
Chapter 5 Lab:	p 121: #1, 2, 5, p 128: # 1, 2, 4, p 139-141: #1-39
Chapter 6 Lab:	p 171: #2, 3, 4, p174: #1-47 Macromolecules of Life
Chapter 7 Lab:	p 186: #3, 4, p 190: #1, 2, 3, 4, p 200: #1, 2, p 211-213: #1-42 Cell Membrane Transport
Chapter 8	p 221: #4, p 227: #1, 2, 4, 5, p 233: #1, 3, 4, p 237-239: #1-43

Lab: Photosynthesis & Respiration

Chapter 9 p 247: #2, p 261-263: 1-40

Lab:

Chapter 10 p 276: #1, 4, 5, p 282: #2, 3, p 285: #1, 2, p 289-291: #1-31

Lab: Phenotype and Genotype

Semester 2

Chapter 11 p 301: #1, 3, 4, p 310: #1, 3, p 319-320: #1-20

Lab:

Chapter 12 p 332: #3, p 335: #1, 2, p 341: #1, 2, 3, 4, p 349: #1, 4, 5, p 353-355: #1-40

Lab: DNA & Protein Synthesis

Chapter 13 p 371: #1, 3, p 383-384: #10-30

Lab: Extraction of DNA

Chapter 14 p 400: # 1, 3, 4, p 411-413: #1-27

Lab:

Chapter 15 p 422: #3, p 430: #1, 2, 3, p 441: #3, 4, p 445-447: #1-32

Lab:

Chapter 17 p 498: #1, 4, p 507: #10-33

Lab:

Chapter 18 p 524: #1, 2, p 531: #1, 3, p 535-537: #1-34

Lab: Microbes Everywhere

Chapter 32 p 940: #1, 2, 3, p 946: #1, 2, p 951: #1, 2, p 955-957: #1-38

Lab: Function of bones

Chapter 33 p 967: #1, 2, p 972: #1, 2, 3, p 976: #1, 2, p 985-987: #1-34

Lab:

Chapter 34 p 999: #1, 2, 5, p 1004: #1, 2, 3, p 1009: #1, 2, 4, p 1013-1015: #1-35

Lab:

Chapter 35 p 1024: #2, 3, 4, p 1037: #1, 3, 4, p 1041: #1-12, #24-34

Lab: Homeostasis

Chapter 37

p 1083: #2, 3, p 1091: #1, 2, 5, p 1099: #1-36

Lab:

AP BIOLOGY OVERVIEW (In Progress)

The worksheets and videos are optional though recommended. Definition lists and/or flash cards can be used to organize & highlight the key concepts. A chapter should be completed in approx. 3 hours and testing (grade 80% or higher) should be taken outside class, unless agreed otherwise. The labs can be done in 1 hour and are completed by either a write-up sheet or a scientific report.

Grading:	Participation/Homework	10%
	Labs	20%
	Chapter Tests	30%
	Final	40%

Semester 1

Chapter
Lab

Semester 2

Chapter
Lab

Conversion % to grade

A+ = 97-100	B+ = 85-89
A = 93-96	B = 83-86
A- = 90-92	B- = 80-82

Final S2: Conversion % to grade

A+ = 90-100	B+ = 70-65
A = 80-90	B = 65-60
A- = 70-80	B- = 55-60

ENVIRONMENTAL SCIENCE OVERVIEW (In Progress)

The worksheets and videos are optional though recommended. Definition lists and/or flash cards can be used to organize & highlight the key concepts. A chapter should be completed in approx. 3 hours and testing (grade 80% or higher) should be taken outside class, unless agreed otherwise. The labs can be done in 1 hour and are completed by either a write-up sheet or a scientific report.

Grading:	Participation/Homework	10%
	Labs	20%
	Chapter Tests	30%
	Final	40%

Semester 1

Chapter

Lab

Semester 2

Chapter

Lab

Conversion % to grade

A+ = 97-100

A = 93-96

A- = 90-92

B+ = 85-89

B = 83-86

B- = 80-82

AP ENVIRONMENTAL SCIENCE OVERVIEW

A chapter should be completed in 2-3 hours and testing (grade 80% or higher) should be taken outside class, unless agreed otherwise. Powerpoints of all chapters are available online and students should answer the section and chapter questions prior to testing. Besides chapter tests, the class consists of observation journals, which are APES in News (2 required for an objective), video worksheets, in-detail internet assignments, and Plan B alternative readings (2 required for an objective). All materials are available online and there are more options than requirements. The last components of the class are lab experiments (manuals are online) and a semester final. The Semester 2 final is an old AP test and therefore has a different grading scale.

The labs can be done in 1-2 hours and are completed by either a worksheet or a scientific report. Reports should be written according to the online guidelines. There's a time reservation form in the laboratory area, since lab space is limited. All materials can be found in the corresponding lab supplies box. There's a supplies 'shopping list' in case materials are running low. All tests, retests and answer keys are available online. Keep all your students work (tests, observation journals finals, lab reports, homework) together in a manila folder with their name on it and store properly store the file after the class is completed. Students have to take the AP Exam in May, unless other arrangements have been made.

Grading:	Participation/Homework	10%
	Labs	20%
	Chapter Tests	30%
	Final	40%

Semester 1

Chapter 1	p. 22: #1, 2, 4, 5, 7, 9, 10, 12-14 + section questions
Observation Journal:	Lorax (video)
Lab:	Tragedy of Commons (group)
Chapter 2	p. 45: #1, 3, 5, 6, 8, 12, 13 + section questions
Observation Journal:	APES in News #1
Chapter 3	p. 63: #1, 2, 4, 6, 7, 9, 10, 12, 13, 16-19 + section questions
Observation Journal:	
Lab:	Ecocolumn
Chapter 4	p. 87: #2-7, 9-13 + section questions
Observation Journal:	Cane Toads (video)
Chapter 5	p. 115: #2-4, 7, 9-13, 15, 16 + section questions
Observation Journal:	APES in News #2, Cycles worksheets
Lab:	The atmosphere

Chapter 6 Observation Journal:	p. 146: #2, 4, 7-11, 14-16 + section questions Biome worksheets, Home (video)
Chapter 7 Observation Journal:	p. 171: #1-3, 5-10, 12, 13, 15, 16 + section questions APES in News #3
Chapter 8 Observation Journal: Lab:	p. 194: #2-7, 10-14, 16, 18-20 + section questions Demographics
Chapter 9 Observation Journal:	p. 213: #1-5, 7, 8, 10, 11, 13, 14, 17 + section questions Plan B Population Issues
Chapter 10 Observation Journal:	p. 232: #1-6, 8-13 + section questions Plan B Designing Cities, Sustainable City
Chapter 11 Observation Journal:	p. 257: #3-5, 7, 8, 11, 12, 14-17 + section questions Plan B Oil & Food Security
Chapter 12 Observation Journal:	p. 281: #1-12 + section questions APES in News #4
Chapter 13 Observation Journal: Lab:	p. 306: #1-3, 5, 7-9, 11-14 + section questions Plan B Renewable Energy Home Energy Audit
<u>Semester 2</u>	
Chapter 14 Observation Journal:	p. 334: #2-8, 11-13 + section questions Plan B Water Shortage, Cadillac Desert (video)
Chapter 15 Observation Journal: Lab:	p. 354: #1, 2, 4, 6, 8, 9, 11, 12, 15, 16 + section questions Soil Analysis
Chapter 16 Observation Journal:	p. 375: #2, 4-7, 9, 10, 13-15 + section questions APES in News #5
Chapter 17 Observation Journal:	p. 400: #1-9, 11-13 + section questions Biodiversity Hotspot
Chapter 18 Observation Journal:	p. 426: #2-4, 6, 7, 9, 11, 14, 16 + section questions Human Footprint (video)
Chapter 19	p. 451: #2, 3, 5, 6, 8-10, 12, 14, 15 + section questions

Observation Journal: Plan B Food Stability, Food Inc (video)

Chapter 20 p. 482: #2-6, 8-16 + section questions

Observation Journal: APES in News #6

Lab: Acid Deposition

Chapter 21 p. 505: #1, 4, 7-11 + section questions

Observation Journal: Plan B Global Warming, An Inconvenient Truth (video)

Chapter 22 p. 533: #1-3, 5-8, 10-14 + section questions

Observation Journal: APES in News #7

Chapter 23 p. 556: #1-5, 6-11, 15 + section questions

Observation Journal:

Lab: Drinking Water Treatment

Chapter 24 p. 581: #2, 3, 5, 6, 8, 9, 13, 14, 16 + section questions

Observation Journal: APES in News #8

Lab: Garbology

Chapter 25 p. 599: #1, 5, 8, 9, 12, 13

Observation Journal: Plan B Restoring Earth

Conversion % to grade

A+ = 97-100

B+ = 85-89

A = 93-96

B = 83-86

A- = 90-92

B- = 80-82

Final S2: Conversion % to grade

A+ = 90-100

B+ = 70-65

A = 80-90

B = 65-60

A- = 70-80

B- = 55-60

Appendix H—Tilden Standardized Testing Scores***PSAT/NMSQT Scores***

Reading

	2008-2009	2009-2010	2010-2011
Average	55	38	64
Highest Score	71	53	77
Lowest Score	43	27	43

Math

	2008-2009	2009-2010	2010-2011
Average	56	40	57
Highest Score	80	59	69
Lowest Score	42	25	40

Writing Skills

	2008-2009	2009-2010	2010-2011
Average	49	117	179
Highest Score	61	163	206
Lowest Score	36	74	135

2008-2009 N=5

2009-2010 N=7

2010-2011 N=7

SAT I Scores

Reading

	2008-2009	2009-2010	2010-2011	2011-2012
Average	599	527	560	604
Highest Score	740	700	690	720
Lowest Score	460	350	380	460

Math

	2008-2009	2009-2010	2010-2011	2011-2012
Average	649	557	555	595
Highest Score	760	620	680	730
Lowest Score	580	440	360	380

Writing

	2008-2009	2009-2010	2010-2011	2011-2012
Average	621	494	537	591
Highest Score	750	580	680	710
Lowest Score	480	310	350	370

Overall

	2008-2009	2009-2010	2010-2011	2011-2012
Average	1869	1578	1692	1880
Highest Score	2230	1850	1950	2160
Lowest Score	1520	1170	1090	1210

2008-2009 N=9
 2009-2010 N=10
 2010-2011 N=15
 2011-2012 N=11

SAT II Subject Test Scores

	2008-2009	2009-2010	2010-2011	2011-2012
Average Score	620	615	740	657

2008-2009 N=11
 2009-2010 N=2
 2010-2011 N=1
 2011-2012 N=9

ACT Scores

	2008-2009	2009-2010	2010-2011
Composite Average Score	25	30	25

2008-2009 N=3
 2009-2010 N=1
 2010-2011 N=2

AP Exam Scores

	2008-2009	2009-2010	2010-2011
Average Score	4	3	3

2008-2009 N=12
 2009-2010 N=11
 2010-2011 N=10

Appendix I—Schoolwide Social Calendar

Tilden Preparatory School 2011-2012 Social/Events Calendar

August/September

- Welcome Back Events:
 - o Bagel Brunch
 - o Student pizza lunch
 - o Teacher potluck
 - o Staff department head meetings
 - o All-staff meeting
- College Information Night
- Solano Stroll

October

- Pumpkin Fest/Halloween Potluck

November

- Thanksgiving Arts & Crafts/Lunch
- Holiday Food Drive

December

- Student & parent pizza lunch and Cookie Exchange
- Open House Night
- Annual teacher/staff holiday dinner

January

- Spring semester student welcome back lunch

February

- Teacher Potluck
- Career Information Night

March

- Pi Day Potluck

April

- Teacher Potluck

May

- Teacher Appreciation BBQ

June

- Graduation Ceremony
- End of the year teacher party

Orange = Student Events Blue = Teacher Events
Purple = Parent Events Green = School-wide Events

Appendix J: Action Plan 2009-2010

Action Plan 2009-2010

Action Plan Item #1: Develop and standardize curricula that incorporate appropriately challenging, relevant, and engaging learning experiences for all students, and address Tilden's ESLRs.

Rationale: Parent and student surveys indicate that there is a desire for additional curriculum, while teacher surveys and our 2008 WASC Focus Group Report suggest that curriculum should be more standardized.

Growth Target: Develop curricula for more student-requested and U.C. approved courses, and develop standard methods of assessment for all curricula over the next three years. Staff will review this growth target in 2012 and adjust as necessary.

ESLRs Addressed: #1, #2 & #4

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress
1) Develop detailed written curricula based on California State Standards for all classes lacking this. Ensure that a variety of textbooks that meet state standards can be used.	Co-Directors Department Heads	Educational research Curriculum ideas from other private schools Textbooks Internet resources Curriculum from educational publishers	Fall 2009-Spring 2012	Student achievement on educationally-recognized tests such as assessments developed by educational publishers Teacher satisfaction with curriculum guides	Teachers report to Department Heads in formal and informal meetings Department Heads report to Co-Directors in quarterly and informal meetings Developed detailed curricula for Calculus AB, Calculus BC, Social Justice in 2009
2) Develop evaluation rubrics for each subject area and level. Rubrics will challenge all types of learners in accordance	Administration Department Heads	Educational research Curriculum ideas from other private schools Textbooks	Spring 2009-Spring 2012	Student achievement on educationally-recognized tests such as assessments developed by educational publishers	Teachers report to Department Heads in formal and informal meetings Department Heads report to Co-Directors in quarterly and informal meetings

with their abilities and further educational goals. They will also help to standardize curricula. Rubrics distributed to all instructors during orientation, and all instructors adopt schoolwide rubrics.		Internet resources Curriculum from educational publishers.		Department Head reports of teacher satisfaction with rubrics	
3) Evaluate curricula and lesson plans to determine whether ESLRs are being met	Teachers Department Heads Co-Directors	Teachers' professional time	Fall 2009 – Spring 2010	Online progress report review Classroom observation Discussion of written curricula Stakeholder surveys	Teachers developing curricula report to Co-Directors Co-Directors report to all teachers through quarterly Department Head meetings and annual All-Teacher Meetings
4) Development of new courses that enhance students' opportunities to reach the ESLRs	Student requests for courses Teachers develop new courses Co-Directors provide funding	Funding for course development	Fall 2009-Spring 2012	Stakeholder surveys Community response to increased course offerings Department Head meetings Co-Director meetings	Parent/Student Online Announcements Page Emails to teachers Emails to parents Developed AP Environmental Science course 2009

Action Plan 2009-2010

Action Plan Item #2: Increase student achievement through staff collaboration and increasing teaching resources.

Rationale: Data from Teacher Surveys indicate a desire to foster effective collaboration

and to develop supplementary teaching resources as a means of increasing student performance.

Growth Target: Strengthen student achievement data as indicated by standardized test scores over the next three years. Staff will review this growth target in 2012 and adjust as necessary.

ESLRs Addressed: All ESLRs

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress
1) Continue to provide relevant staff development through quarterly in-service trainings	Co-Directors	Teacher input about areas of interest for professional development Pay for speakers	Ongoing beginning Fall 2008	Interviews with school community Teacher Surveys Informal feedback from teachers	At department head, interdepartmental, and all-teacher meetings, the effectiveness of specific speakers will be discussed and new speakers will be chosen based on feedback
2) Provide means for AP teachers to attend conferences on AP courses	Co-Directors	Funds for travel and conference expenses	Fall 2009-Spring 2012	Staff feedback regarding usefulness of conferences Students' AP Exam scores	Write-ups describing information learned from conference
3) Expand and improve support for beginning teachers	Co-Directors Department Heads Experienced teachers	Meeting time Updated Employee Handbook	Fall 2009-Spring 2012	Teacher retention rates Teacher Surveys Teacher evaluation meetings	Teacher feedback will be analyzed and modifications to the support system will be made

Action Plan 2009-2010

Action Plan Item #3: Provide more social opportunities for students, parents, and teachers to enhance the school community.

Rationale: Stakeholder surveys have indicated a desire for more social interaction, which is especially important for our students who have limited social skills.

Growth Target: Implement new programs to provide social forums for students, parents, and teachers, with the goal of providing more opportunity to form a cohesive school community. Staff will review this growth target at the end of the 2009-2010 school year and adjust as necessary.

ESLRs Addressed: #2, #4, & #5

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress
1) Have a Welcome Back to School Celebration for students and parents on the first day of school	Faculty/support staff Co-Directors	Administrative time Funds for event	Annually beginning Fall 2009	Parent, Student, and Teacher Survey questions about school community development Increased student retention rate due to adequate school community	Parent/Student Online Announcements Page Emails to parents
2) Survey and talk with students on methods to improve school social environment	Co-Directors Students	Student Survey Time allocated to talking with individual students	Fall 2009 – Fall 2012	Survey data	Parent/Student Online Announcements Page Emails to parents All-Staff Meetings
3) Create a student lounge to facilitate informal interactions between students	Co-Directors	Funds for additional space	Fall 2009	Use of space by students Informal feedback from students Student Surveys Increased student retention rate	Parent/Student Online Announcements Page Emails to parents Informal reports to stakeholders
4) Develop additional social	Administrative Staff	Funds for events	Fall 2009 ongoing	Feedback from all stakeholders	Parent/Student Online

events at school	Co-Directors	Administrative and Co-Director time to coordinate events		through surveys and informal feedback	Announcements Page Emails to parents
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Action Plan 2009-2010

Action Plan Item #4: Continue to develop resources for Community Service Requirement for all students

Rationale: We aim to create a greater sense of community among Tilden students and the greater San Francisco Bay Area. For students who have limited social skills, this will give them an opportunity for more social connection through the structure of a shared activity. It will also give students greater exposure to the community and the needs of people who are less fortunate than they are.

Growth Target: Community Service Requirement established during 2008-2009 school year, continued development during the 2009-2010 school year.

ESLRs Addressed: #5

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress
1) Investigate resources for completing community service requirement	Administration Teachers	Funds to hire teachers to investigate and facilitate community service activities	Fall 2009-Spring 2012	Survey data on student and community interest	Administrative Staff Meetings Department Meetings Parent/Student Announcements Page Emails to parents
2) Introduce tracking of community service hours through online progress reporting system	IT Staff Administration	Funds for IT Staff time	December 2009	Student recording of community service hours in progress reporting system	Administrative Staff Meetings Parent/Student Announcements Page Emails to parents

<p>2) Inform Albany and Berkeley community organizations that Tilden students are available to provide community service</p>	<p>Faculty Co-Directors Student Leadership class participants</p>	<p>Funds to cover teacher and administrative time</p>	<p>Fall 2009-Spring 2012</p>	<p>Student/teacher surveys indicating that Tilden students feel a greater sense of community Feedback from community service agencies about positive contributions from Tilden students</p>	<p>Administrative Staff Meetings Parent/Student Online Announcements Page Emails to parents</p>
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Appendix K—Action Plan 2010-2011

Action Plan 2010-2011

Action Plan Item #1: Develop and standardize curricula that incorporate appropriately challenging, relevant, and engaging learning experiences for all students, and address Tilden's ESLRs.

Rationale: Parent and student surveys indicate that there is a desire for additional curriculum, while teacher surveys and our 2008 WASC Focus Group Report suggest that curriculum should be more standardized.

Growth Target: Develop curricula for more student-requested and U.C. approved courses, and develop standard methods of assessment for all curricula over the next two years. Staff will review this growth target in 2012 and adjust as necessary.

ESLRs Addressed: #1, #2 & #4

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress
1) Develop detailed written curricula based on California State Standards for all classes lacking this. Ensure that a variety of textbooks that meet state standards can be used.	Co-Directors Department Heads	Educational research Curriculum ideas from other private schools Textbooks Internet resources Curriculum from educational publishers.	Fall 2009-Spring 2012	Student achievement on educationally-recognized tests such as assessments developed by educational publishers Teacher satisfaction with curriculum guides	Teachers report to Department Heads in formal and informal meetings Department Heads report to Co-Directors in quarterly and informal meetings
2) Develop evaluation rubrics for each subject area and level. Rubrics will challenge all types of learners in accordance	Administration Department Heads	Educational research Curriculum ideas from other private schools Textbooks	Spring 2009-Spring 2012	Student achievement on educationally-recognized tests such as assessments developed by educational publishers	Teachers report to Department Heads in formal and informal meetings Department Heads report to Co-Directors in quarterly and informal meetings

with their abilities and further educational goals. They will also help to standardize curricula. Rubrics distributed to all instructors during orientation, and all instructors adopt schoolwide rubrics.		Internet resources Curriculum from educational publishers.		Department Head reports of teacher satisfaction with rubrics	
3) Evaluate new curricula and lesson plans to determine whether ESLRs are being met	Teachers Department Heads Co-Directors	Teachers' professional time	Fall 2010-Spring 2011	Online progress report review Classroom observation Discussion of written curricula Stakeholder surveys	Teachers developing new curricula report to Co-Directors Co-Directors report to all teachers through quarterly Department Head meetings, annual All-Teacher Meetings
4) Development of new courses that enhance students' opportunities to reach the ESLRs	Student requests for courses Teachers develop new courses Co-Directors provide funding	Funding for course development	Fall 2009-Spring 2012	Stakeholder surveys Community response to increased course offerings Department Head meetings Co-Director meetings	Parent/Student Online Announcements Page Emails to teachers Emails to parents Developed Japanese 2, AP Mandarin, Mandarin 4, and American Sign Language 3 in 2010

Action Plan 2010-2011

Action Plan Item #2: Increase student achievement through staff collaboration and

increasing teaching resources.

Rationale: Data from Teacher Surveys indicate a desire to foster effective collaboration and to develop supplementary teaching resources as a means of increasing student performance.

Growth Target: Strengthen student achievement data as indicated by standardized test scores over the next three years. Staff will review this growth target in 2012 and adjust as necessary. **ESLRs Addressed:** All ESLRs

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress
1) Continue to provide relevant staff development through quarterly in-service trainings	Co-Directors	Teacher input about areas of interest for professional development Pay for speakers	Ongoing beginning Fall 2008	Interviews with school community Teacher Surveys Informal feedback from teachers Student performance in classes and on standardized tests	At department head, interdepartmental, and all-teacher meetings, the effectiveness of specific speakers will be discussed and new speakers will be chosen based on feedback
2) Provide means for AP teachers to attend conferences on AP courses	Co-Directors	Funds for travel and conference expenses	Fall 2009-Spring 2012	Staff feedback regarding usefulness of conferences Students' AP Exam scores	Write-ups describing information learned from conference
3) Expand and improve support for beginning teachers	Co-Directors Department Heads Experienced teachers	Meeting time Updated Employee Handbook	Fall 2009-Spring 2012	Teacher retention rates Teacher Surveys Teacher evaluation meetings Student performance in classes with beginning	Teacher feedback will be analyzed and modifications to the support system will be made

				teachers	
4) Make teacher resources available online (i.e. textbooks, test answer keys, backup tests)	Administration Department Heads	Time and funds for scanning material	Fall 2010-Spring 2012	Teacher Surveys Informal feedback from teachers	Emails to teachers Discuss progress at All-Teacher Meetings and Department Meetings

Action Plan 2010-2011

Action Plan Item #3: Provide more social opportunities for students, parents, and teachers to enhance the school community.

Rationale: Stakeholder surveys have indicated a desire for more social interaction, which is especially important for our students who have limited social skills.

Growth Target: Implement new programs to provide social forums for students, parents, and teachers, with the goal of providing more opportunity to form a cohesive school community. Staff will review this growth target at the end of the 2010-2011 school year and adjust as necessary.

ESLRs Addressed: #2, #4, & #5

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress
1) Survey and talk with students on methods to improve school social environment	Co-Directors Students	Student Survey Time allocated to talking with individual students	Fall 2009 – Fall 2012	Survey data	Parent/Student Online Announcements Page Emails to parents All-Staff Meetings
2) Implement a schoolwide social calendar at the beginning of each academic year	Administration Co-Directors	Meeting time	Annually beginning Fall 2010	Parent, Student, and Teacher Survey questions about school community development Increased student retention rate	Parent/Student Online Announcements Page Emails to parents

				due to adequate school community	
3) Implement low-fee elective options to facilitate group dynamics between students	Co-Directors	Funds to be able to provide the low-fee option Teachers' professional time to develop curricula	Fall 2010	Classroom observations Parent, Student, and Teacher Survey questions about school community development Increased student retention rate due to adequate school community	Parent/Student Online Announcements Page Emails to parents

Action Plan 2010-2011

Action Plan Item #4: Continue to develop resources for Community Service Requirement for all students

Rationale: We aim to create a greater sense of community among Tilden students and the greater San Francisco Bay Area. For students who have limited social skills, this will give them an opportunity for more social connection through the structure of a shared activity. It will also give students greater exposure to the community and the needs of people who are less fortunate than they are.

Growth Target: Community Service Requirement established during 2008-2009 school year, continued development during the 2009-2010 school year.

ESLRs Addressed: #5

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress
1) Investigate resources for completing community service requirement	Administration Teachers	Funds to hire teachers to investigate and facilitate community service activities	Fall 2009-Spring 2012	Survey data on student and community interest	Administrative Staff Meetings Department Meetings Parent/Student

					Announcements Page Emails to parents
2) Continue to inform Albany and Berkeley community organizations that Tilden students are available to provide community service	Faculty Co-Directors	Funds to cover teacher and administrative time	Fall 2009-Spring 2012	Student/teacher surveys indicating that Tilden students feel a greater sense of community Feedback from community service agencies about positive contributions from Tilden students	Administrative Staff Meetings Parent/Student Online Announcements Page Emails to parents

Appendix L—Action Plan 2011-2012

Action Plan 2011-2012

Action Plan Item #1: Develop and standardize curricula that incorporate appropriately challenging, relevant, and engaging learning experiences for all students, and address Tilden's ESLRs.

Rationale: Parent and student surveys indicate that there is a desire for additional curriculum, while teacher surveys and our 2008 WASC Focus Group Report suggest that curriculum should be more standardized.

Growth Target: Develop curricula for more student-requested and U.C. approved courses, and develop standard methods of assessment for all curricula over the next year. Staff will review this growth target in 2012 and adjust as necessary.

ESLRs Addressed: #1, #2 & #4

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress
1) Develop detailed written curricula based on California State Standards for all classes lacking this. Ensure that a variety of textbooks that meet state standards can be used.	Co-Directors Department Heads	Educational research Curriculum ideas from other private schools Textbooks Internet resources Curriculum from educational publishers.	Fall 2009-Spring 2012 and ongoing	Student achievement on educationally-recognized tests such as assessments developed by educational publishers Teacher satisfaction with curriculum guides	Teachers report to Department Heads in formal and informal meetings Department Heads report to Co-Directors in quarterly and informal meetings
2) Develop evaluation rubrics for each subject area and level. Rubrics will challenge all types of learners in accordance with their abilities and further	Administration Department Heads	Educational research Curriculum ideas from other private schools Textbooks	Spring 2009-Spring 2012	Student achievement on educationally-recognized tests such as assessments developed by educational publishers	Teachers report to Department Heads in formal and informal meetings Department Heads report to Co-Directors in quarterly and informal meetings

educational goals. They will also help to standardize curricula. Rubrics distributed to all instructors during orientation, and all instructors adopt schoolwide rubrics.		Internet resources Curriculum from educational publishers.		Department Head reports of teacher satisfaction with rubrics	
3) Evaluate curricula and lesson plans to determine whether ESLRs are being met	Teachers Department Heads Co-Directors	Teachers' professional time	Fall 2009 – Spring 2012 and ongoing	Online progress report review Classroom observation Discussion of written curricula Stakeholder surveys	Teachers developing new curricula report to Co-Directors Co-Directors report to all teachers through quarterly Department Head meetings, annual All-Teacher Meetings
4) Development of new courses that enhance students' opportunities to reach the ESLRs	Student requests for courses Teachers develop new courses Co-Directors provide funding	Funding for course development	Fall 2009 ongoing	Stakeholder surveys Community response to increased course offerings Department Head meetings Co-Director meetings	Parent/Student Online Announcements Page Emails to teachers Emails to parents Developed Advanced Computer Programming in 2011
5) Create a 1-2 page overview for each course that details what the student will learn in the course, and serve as a guide to teachers teaching the	Department Heads	Teachers' professional time	Spring 2012- Spring 2013	Department Head reports of teacher satisfaction with course overviews Classroom observation	Teachers developing overviews report to Department Heads in formal and informal meetings Department Heads report to Co-Directors in

course				Stakeholder surveys	quarterly and informal meetings
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Action Plan 2011-2012

Action Plan Item #2: Increase student achievement through staff collaboration and increasing teaching resources.

Rationale: Data from Teacher Surveys indicate a desire to foster effective collaboration and to develop supplementary teaching resources as a means of increasing student performance.

Growth Target: Strengthen student achievement data as indicated by standardized test scores over the next year. Staff will review this growth target in Fall 2012 and adjust as necessary.

ESLRs Addressed: All ESLRs

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress
1) Continue to provide relevant staff development through quarterly in-service trainings	Co-Directors	Teacher input about areas of interest for professional development Pay for speakers	Ongoing beginning Fall 2008	Interviews with school community Teacher Surveys Informal feedback from teachers Student performance in classes and on standardized tests	At department head, interdepartmental, and all-teacher meetings, the effectiveness of specific speakers will be discussed and new speakers will be chosen based on feedback Annual summary for teachers of each speaker who came to Tilden
2) Continue to provide means for AP teachers to attend conferences on AP courses	Co-Directors	Funds for travel and conference expenses	Fall 2009-Spring 2012 and ongoing	Staff feedback regarding usefulness of conferences Students' AP Exam scores	Write-ups describing information learned from conference
3) Expand and improve support for	Co-Directors Department	Meeting time with Co-Directors	Fall 2009-Spring 2012 and	Teacher retention rates	Teacher feedback will be analyzed and modifications

beginning teachers through consultation time with Department Heads, Administrative Staff and Co-Directors	Heads Administrative Staff	Meeting time with Co-Directors Updated Employee Handbook	ongoing	Teacher Surveys Teacher evaluation meetings Student performance in classes with beginning teachers	to the support system will be made
4) Make more teacher resources available online (i.e. textbooks, test answer keys, backup tests, E-brary)	Administration Department Heads	Time and funds for scanning material	Fall 2010-Spring 2012	Teacher Surveys Informal feedback from teachers	Emails to teachers Discuss progress at All-Teacher Meetings and Department Meetings
5) Provide consultation to individual teachers for specific students with challenging learning issues	Co-Directors Learning Specialist	Funds for Learning Specialist time	Spring 2011 and ongoing	Feedback from teachers	Emails to teachers Report at teacher meetings, Department Head meetings
6) Continue to provide funding for teachers to develop relevant curricula and other materials for effective teaching	Co-Directors	Funds for teacher time to develop curricula	Fall 2009 and ongoing	Feedback from teachers, students	Emails to teachers, parents Online Announcements page

Action Plan 2011-2012

Action Plan Item #3: Provide more social opportunities for students, parents, and teachers to enhance the school community.

Rationale: Stakeholder surveys have indicated a desire for more social interaction, which is especially important for our students who have limited social skills.

Growth Target: Implement new programs to provide social forums for students, parents, and teachers, with the goal of providing more opportunity to form a cohesive school community. Staff will review this growth target at the end of the 2011-2012

school year and adjust as necessary.

ESLRs Addressed: #2, #4, & #5

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress
1) Meet with students at the beginning of each school year, and provide ongoing "Suggestions" box to gather student ideas about social events, clubs, and community service activities they would like to see implemented	Co-Directors Administration Students	Time allocated to talking with individual students Funding to implement student suggestions	Fall 2011 ongoing	Survey data	Parent/Student Online Announcements Page Emails to parents All-Staff Meetings
2) Continue to provide an Annual Schoolwide Social Calendar at the beginning of each academic year that outlines monthly events, and offer these events as described	Administration Co-Directors	Funds for social events	Fall 2010 ongoing	Parent, Student, and Teacher Survey questions about school community development Increased student retention rate due to adequate school community	Parent/Student Online Announcements Page Emails to parents
3) Continue to offer a range of low-fee elective options to facilitate group dynamics between students, and develop new classes to offer at this reduced	Co-Directors Teachers	Funds to be able to provide the low-fee option Teachers' professional time to develop curricula	Fall 2010 ongoing	Classroom observations Parent, Student, and Teacher Survey questions about school community development	Parent/Student Online Announcements Page Emails to parents

rate				Increased student retention rate due to adequate school community	
4) Implement a Physical Education option for Tilden students	Administration Co-Directors	Teacher time to oversee course Administration time coordinating group course	Spring 2012 and ongoing	Parent, Student, and Teacher Survey questions about school community development	Parent/Student Online Announcements Page Emails to parents
5) Solicit feedback from parents regarding whether they would enjoy participating in additional social opportunities at Tilden, and provide opportunities as requested.	Administration Co-Directors	Funding for parent social events	Spring 2012 and ongoing	Emails to and from parents Parent Surveys	Parent/Student Online Announcements Page Emails to parents

Action Plan 2011-2012

Action Plan Item #4: Develop a mentoring program at Tilden.

Rationale: Requests have been made by parents for their student to have a “point person” or mentor who can help insure that their student makes steady progress in his/her education and personal life.

Growth Target: 2011-2012 school year and ongoing.

ESLRs Addressed: All ESLRs

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress
1) Identify the best way to offer this option	Co-Directors Teachers	Funds for teacher time	Spring 2012 and ongoing	Parent surveys Teacher	Administrative Staff Meetings

to families and inform families of the option		Updated Parent/Student Handbook, website		feedback Student feedback	Department Meetings Parent/Student Announcements Page Emails to parents
2) Provide training for teachers who act as mentors to students	Special Education teacher Co-Directors	Training Handbook Administrative time	Spring 2012 and ongoing	Teacher surveys Meetings with teacher/mentors	Administrative Staff Meetings Emails to Teachers Parent/Student Announcements Page Emails to parents
3) Develop form for parents to complete regarding their goals for their student's mentoring experience	Administration Co-Directors	Funds to cover administrative time	Spring 2012	Teacher/mentor feedback Feedback from parents of students who receive mentoring	Administrative Staff Meetings Emails to parents Emails to teacher/mentors

Action Plan 2011-2012

Action Plan Item #5: Open a second location of Tilden Preparatory School in Walnut Creek with the same structure, curricula, and quality of education currently in place at Tilden Preparatory School in Albany

Rationale: Approximately 20% of Tilden students commute an hour or more from Contra Costa County, and parents have repeatedly asked about opening a closer location. Summer enrollment at Tilden during the 2010-2011 school year exceeded our physical capacity, leading to the decision to open a second location.

Growth Target: Walnut Creek campus will be developed during the spring of 2012 that will have the same structure, curricula and quality of education. Ongoing efforts to maintain the quality of education in both locations.

ESLRs Addressed: All ESLRs

Task	Person(s) Responsible	Resources	Timeline	Ways to Assess Progress	Ways to Report Progress
1) Find and establish a location for the new school and prepare the physical space for students (i.e., set up desks, office space, lab space, etc.)	Co-Directors	Funds for rent, school materials, and labor	Spring 2012	Input from stakeholders	Online Announcements Page Emails to all stakeholders
2) Hire faculty and staff for the new branch who will promote Tilden's mission statement and quality of education	Co-Directors Department Heads	Funds for teacher salaries Co-Director's time to conduct interviews	Spring 2012 and ongoing	Input from all stakeholders Student survey data	Online Announcements Page Emails to parents
3) Recruit students who are in need of Tilden's program and are located in Contra Costa County	Co-Directors Administrative Staff	Funds for advertising Co-Director time meeting with relevant professionals in the education and mental health fields	Spring 2012 and ongoing	Input from all stakeholders, professionals in the community	Online Announcements Page Emails to parents, teachers
4) Coordinate communication between the two locations to ensure the same quality of education	Co-Directors Administrative Staff	Co-Director's time coordinating efforts at the two schools Department Head time coordinating departments at both schools	Spring 2012 and ongoing	Input from all stakeholders in the community	Department Head and Administrative Meetings Online Announcements Page Emails to all stakeholders
5) Develop opportunities for students with specialized	Co-Directors Administrative Staff	Co-Director and Administrative time for	Spring 2012 and ongoing	Input from Tilden parents and professionals	Emails to relevant parties

needs from both schools that are otherwise not possible in the individual schools.		outreach to parents, coordinating groups		involved with these families	
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