

San Carlos Charter Learning Center FUNDING PROPOSAL

THE ORIGIN OF CHARTERS IN CALIFORNIA

On November 2, 1993, Proposition 174, the Voucher Initiative, was defeated by a margin of 3 to 1. Yet nine of ten people who emerged from the polls stated in exit interviews that their anti-174 vote was not an endorsement of public education. (Hall, School Services Analysis, 1993)

Some thirteen months earlier Governor Wilson signed Senate Bill 1448 (Hart). This signature brought the Charter School concept to the realm of possibility for 100 interested schools in California. This bill was Senator Hart's "invitation to dream" for parents, educators and community members -- to create schools that would make a positive difference for students. These potential Charter Schools would be freed from the "red-tape" bureaucracies that have often been seen as hindrances to learning. Senator Hart's Bill is the culmination of ten years of restructuring legislation and calls for a contract between a local school board and a group of Charter School designers. The contract provides flexibility in return for guaranteed student performance and thrusts public education into a marketplace where choice by teachers, parents and students is an essential feature. The critical elements of SB 1448 are contained in the Charter summary and on page 5 and 6 of the Legislation. (Attachment A)

Members of the San Carlos community, teaching staff, parents and school administration began to explore the potential of the legislation in October 1992. After a series of meetings, discussions and planning sessions, the Community Charter was written, revised, approved by the San Carlos Teachers Association and unanimously ratified by the local Board of Education. (Attachment B,C)

The Charter was submitted with eight other Charters on January 4, 1993. Following State review, the State Board of Education assigned the first charter school in California to San Carlos. State Department of Education official, David Patterson stated, "Any one of the first nine could have received the designation "Charter Number One"; however, it was the staff's recommendation that the San Carlos vision, cooperation and spirit was something the State of California would like associated with a Charter bearing number "1." The recognition as the first Charter was appreciated, but rather than leap head-long into the concept, the Charter chose to begin a 19-month planning process to thoughtfully design its implementation.

THE SAN CARLOS CHARTER LEARNING CENTER

The focus of the Charter Learning Center is the well-being of the children in the community -- particularly the 120 young learners, ages 9 through 12, who will enroll in September 1994. Charter designers will create a purposeful, living educational laboratory which will operate in a caring, supportive and closely observed environment. The Charter Learning Center will establish an educational experience that meets the needs of parents and learners and takes maximum advantage of settings and atmospheres where we believe learning can best take place. The Charter's successful innovations will be transferable to schools in the District and to the larger community, thus benefiting all of our children. The Charter is built on the African proverb that "it takes the entire village to raise the child". As that proverb takes life in San Carlos, the Charter Learning Center will benefit adult members of the community and, in doing so, make education a community passion.

MISSION

The **Mission** of the Charter Learning Center is *"to develop students who are competent, confident, productive and responsible young adults who will possess the habits, skills and attitudes to succeed in high school and be offered the invitation of a post-secondary education and satisfying employment."*

TARGET POPULATION

At the core of the Charter are the 120 self-selected learners who will come from the City of San Carlos and surrounding San Mateo County. The Charter school legislation provides all students in California the opportunity to attend any charter. Their self-selection will include an agreement of involvement and academic support by their parents, guardians or other loved ones. Parental support and choice have always had positive correlations with academic success for all learners, regardless of their socio-economic level, ethnicity and primary language. The Charter will actively invite all interested learners. Over three years, the student population will gradually expand to reflect the diversity of San Mateo County. One of the aspects of our funding plan is to secure transportation capacity for students living outside San Carlos. The rationale for beginning with grades 4 through 6 is to ensure that youngsters have reading skills and are old enough to address projects in the local community. Research also suggests that high school dropouts begin to feel alienated from schooling at about 4th grade, or age 9. The long-term composition of the school will expand into the secondary grades. (See Attachment D)

CORE RESOURCES

The San Carlos Community Charter Learning Center will be open from 7:00 a.m. to 7:00 p.m. and involve learners in purposeful intellectual, personal and social projects, involving a myriad of human resources. These include professional teachers, called Venture Educators, community college students, called Edventure Interns, parents, student teachers, senior citizens, scout leaders, city officials, police, fire and the business community. The design shows the core of resources and their roles. This span of human resources will create the opportunity for the extended day that combines the atmosphere of a university campus with the excitement of a summer adventure camp in a downtown location. This large number of adults provides for various adult-pupil ratios. Low ratios are not innately more conducive to learning, but increased numbers of adults can provide for more relevance, choice and interaction.

*Edventure educator is a term coined by a teacher on our Governance Council. It is now an integral part of our vocabulary for it describes our hope that adults and young learners will value the importance of risk in any adventure, including education. (Attachment E)

| Participant | Description | Role | Times at Learning Center |
|------------------------------------|--|--|---|
| Young Learners | 120 students ages 9-12 in a multi-age setting | <ul style="list-style-type: none"> Primary Learners | Individualized schedules structured between 7:00 am -7:00 pm |
| Educators | Six professional educators having talents in the arts, humanities, science, technology, and math. They possess the ability to design project-based content-rich activities. | <ul style="list-style-type: none"> Core of educational planning and curriculum Key participants in the learners' individualized learning plan. Today's certified teacher | At the Center from 8:00 am to 4:00 pm with flexibility to create other time patterns. The Venture Educators bring the student-adult ratio to an average of 20 to 1. |
| Resource Choreographer | Individual who recruits, coordinates, and integrates human resources | <ul style="list-style-type: none"> Completes master schedule Builds relationships outside charter | At the Center from 8:00 am to 4:00 pm with flexibility to create other time patterns. |
| Learning Center Support Staff | Compensated and volunteer adults with operations and administrative skills and abilities. | <ul style="list-style-type: none"> Perform the functions and provide the infrastructure to support the learning activities | Primary hours will be 8:00 am to 4:00 pm although someone will be at the Center at all times it is open. |
| Edventure Interns | Twenty part-time college students from Canada and San Mateo community colleges. These interns are paid and receive college credit for work experience preparing them for careers in education. | <ul style="list-style-type: none"> Small group leaders Provide planned experiences in recreation, literature and team work Facilitate student core curriculum products | Each intern will work 4 hours per day in three shifts to cover the Center while open 7:00 am to 7:00 pm. |
| Parents | Parents of students enrolled in the Charter | <ul style="list-style-type: none"> Develop a plan of support for their child. Participate in daily learning through classes, cable casting or parent ed Parents volunteer as "Great Book" facilitators and research partners. | Parent involvement will be a key and required aspect of the learning center. Their activities will be coordinated with the daily instruction. |
| Community Agencies and Specialists | We have targeted roughly fifty agencies and specialists to bring their expertise alive for the young learners. Such agencies include the police, the fire chief and local government. | <ul style="list-style-type: none"> Offer community service projects Educate in their area of expertise (first aid, performance arts, data collection, computer usage, business practices) | These resources will be identified and integrated into specific ongoing projects. |
| Student Educators | The goal is to have six student teachers | <ul style="list-style-type: none"> Learn first-hand about project-oriented learning | Student teachers will be at the Learning Center as required by their educational program |
| Talent Bank of Resources | Untapped resources currently available to educational institutions <ul style="list-style-type: none"> KQED's Learning Link, an information database and electronic mail system Children's Librarian Senior Center | <ul style="list-style-type: none"> To enhance learning opportunities To utilize CD-ROM Technology Resources for oral history projects | 15 resources will be identified and incorporated into the learning program. |

UNIQUE CHARTER LEARNING OPPORTUNITIES

This unique ensemble of interagency resources will enable the Charter Learning Center to function as few schools can. The Center's staffing, setting and vision will provide some unique features which will weave relevance and active participation throughout each learner's day.

The learners will...

- interact with community college students called Edventure Interns. They are part of the charter staff receiving college credit as part of their preparation for careers in the fields of child care, service, or education. (See Attachment F)
- participate in an on-site business as partners who will earn compensation to be used for future education. Charter designers have proposals for photography, technology training, costume\set design, and children's bank businesses. (See Attachment G)
- participate as a member of the cast and crew in a performance of the San Carlos Children's Theater.
- participate in community-based service projects that link the academic endeavors with the attitudes needed to develop responsible citizens.
- participate in distance learning through use of cable casting and computer courses available for the entire family.
- receive extended learning such as scouting, 4-H, first aid, technology training from firemen, community college interns and senior citizens in an Edventure Camp setting.
- participate in "seminar evaluations" with adult members of the community who will discuss the student's projects and his/her ability to organize and communicate their thoughts, ideas and knowledge.
- participate in "academic outward bound" requirements that challenge learners to participate in real-life issues. For example, a team of learners might make a proposal about a bicycle helmet ordinance to City Council during a regular meeting.

The complete picture of the Charter Learning Center can be found in the Charter itself, the Charter Curriculum, and the Charter Vision. These documents were designed by over 100 members of the San Carlos community, including professional educators. (Attachment H, I and J)

THE CHALLENGE OF SAN CARLOS AND OTHER CHARTERS

There are no “start-up” funds for Charters. The difficulty this poses was clearly expressed by all thirty-nine of the Charters represented at the first conference on Charter Schools held on November 30, 1993, at the San Mateo County Office of Education. Senator Hart, who keynoted the conference, expressed sympathy, but cautioned that “State funds bring dictates”. Nevertheless, Charter endeavors require thoughtful planning and initial “start-up” support. Once a Charter School opens, there is the guarantee of State funding for each student at the same level as other schools in a district. This means that the San Carlos Community Learning Center will have an operating budget of \$2,998 per student. The San Carlos Charter believes that the “per student funding” and resourcefulness will provide a successful program once the center opens. The Charter’s immediate need, like that of all successful start-ups, is the security and energy that result from initial funding.

The Components of the Request for Funding

The San Carlos Community Learning Center requests funding for the following components:

| | | |
|----------------------|---|----|
| Pre-service planning | = | \$ |
|----------------------|---|----|

THE BUDGET

The budget following on the next pages describes the current budget for both the first year of operation and the pre-opening activities. The Charter will receive the State funding for each student involved in the Charter. This would be approximately \$2,998 per student and would create a balanced budget.

The boxed areas represents funds requested from the Crocker Foundation.

THE PRE-SERVICE/"START-UP"/ PLANNING COMPONENT

A school that is serious about change must have the capacity to bring educators, parents and human resources together. Stephen Sondheim wrote "...vision alone is no solution, what really matters is execution." Our current system of education was created to meet the needs of 19th Century workplaces. School environments are still modeled after factories, when our fascination with mass production was translated to the need for mass education. Suddenly lecture halls and little lecture halls called classrooms became the distribution centers for information. These centers were needed because books were scarce and technology wasn't developed. Today information is available instantly -- from almost anywhere. Our electronic highway offers every individual a personal on-ramp twenty-four hours a day.

These advances offer educators and young learners new possibilities; however, we may be locked in our own form. Those who must change the delivery systems derive models and experiences from the very system we must change. This re-framing can only take place with comprehensive and on-going professional development and thoughtful decisions.

The Charter is an ensemble enterprise in which professional educators must learn to re-frame their actions in order to make maximum use of the people, setting and technologies available. The San Carlos Community Learner Center will create a community where learning will flourish. The principal participants, along with the original designers of the charter, will be given the opportunity to plan, develop and implement an exciting educational delivery system. This doesn't just happen -- planning, thoughtful planning is essential.

The San Carlos Community Learning Center is requesting pre-service funding for the following activities:

| | |
|---|---------------------|
| ... Planning days for the six Venture Educators between April and June 1994 15 days at \$130 per day (\$50 and \$80 per pair) for substitutes | ... \$5,850 |
| ... Planning days for the six Venture Educators between June 13-August 24 60 days at \$75 stipend per day | ... 27,000 |
| ... Training resources and consultants for six days at \$1,000 per day | ... 6,000 |
| ... Two Community Building Experiences (3 days each) in July and August. This will include 100 parents, community resources, interns, etc. at \$20 per person per day for six days | ... 12,000 |
| Total Component Request | ...\$ 50,850 |

PRE-SERVICE OUTCOMES AND MEASURES

The purpose of the pre-service program is to build a community of learners that blends human resources, extends the learning day and develops the community-as-classroom. Starting in March, the program will help the Venture Educators re-think and design settings. The outcomes of the pre-service are:

1. To create the organizational context and educational business plan so that the participants and Charter Governance Council members can function as partners in the decision making process of the Charter. This plan would include philosophies, policies, procedures and role descriptions to bring this Charter vision to reality.
Measure: Complete job descriptions for all participants(eg., Attachment E), admissions policies, a parent contract and working procedures
2. To design performance based compensation and evaluation system for the first year with opportunities for team incentives in a setting that puts children first and values individual excellence.
Measure: A plan exists for how teachers will be evaluated and compensated in the first year. Every participant can know how he/she will be evaluated. A plan is in place to design a merit based compensation system for subsequent years.
3. To develop participants who know the time schedules of their colleagues and how those relate to spaces, times, activities and learning outcomes for the learners and units of study. In other words, who does what, when and for whom.
Measure: an established master schedule of participants' roles, dates, times, and functions
4. To develop participants who will focus on facilitating learner evaluation, organization and self-appraisal rather than schedules, control and managing structures.
Measure: Participants will identify, record, embrace and rehearse the key concepts, values and operating principles which will guide instruction and become part of the culture of participants
5. To develop academic curriculum that will be integrated, project based. and accommodate each learner's individual plan.
Measure: Four fully developed interdisciplinary units which include essential information, resources, settings, assessments and standards exist.
6. To create settings where the media, communication technology and primary source works will replace textbooks as the essential information base.
Measures The four interdisciplinary units will utilize the stated technology.
7. To create a continuous program of professional development which includes 20% of the Venture Educator's time available for planning, research and evaluation.
Measure: The master schedule will integrate the 20% time for planning and evaluation.
8. To develop participants who will be able to use computer technology to access distant data bases, electronic mail and the basic elements of desktop publishing.
Measure: Participants will demonstrate computer skill in student products, communication and use of resources.

THE RESOURCE CHOREOGRAPHER

"Choreography: The art of dance or of arranging."

If schools are to be different, more responsive, relevant places, then the traditional model of schooling must not just be bent. Bending is a temporary modification that begins to regress toward the status quo only moments after the innovation begins. The Charter's vision of collaboration, where teachers we are calling Venture Educators, spend 20% of their time planning for learning, can only come about when there is a cadre of caring, dependable, knowledgeable adults to engage students in projects, discussions and constructive educative recreation. Currently, extra time and extra adults are reserved for field trips, but rarely a part of the daily culture of schools.

Key to this vision becoming a reality is the position of Resource Developer. Peninsula Foundation funds permit us to employ an individual who will recruit, coordinate and integrate the Edventure Interns, community agencies, parents and volunteers needed to accompany the Venture Educators. We have called this position Resource Choreographer because education in the Charter will be an ensemble endeavor, and the complexities of people, programs, time and locations must be treated as dance.

Successful organizations who address complexities like learning have a quiet hum and a sense of rhythm. A university campus, museum, an archeological dig, a hospital or airport all have individuals or teams about their work. These teams and individuals all have a sense of common purpose, yet often some are there only brief periods each day, while others appear once in awhile and still others are always present -- in the background. This requires organization, planning and flexibility from a person who can help teachers rethink resource use.

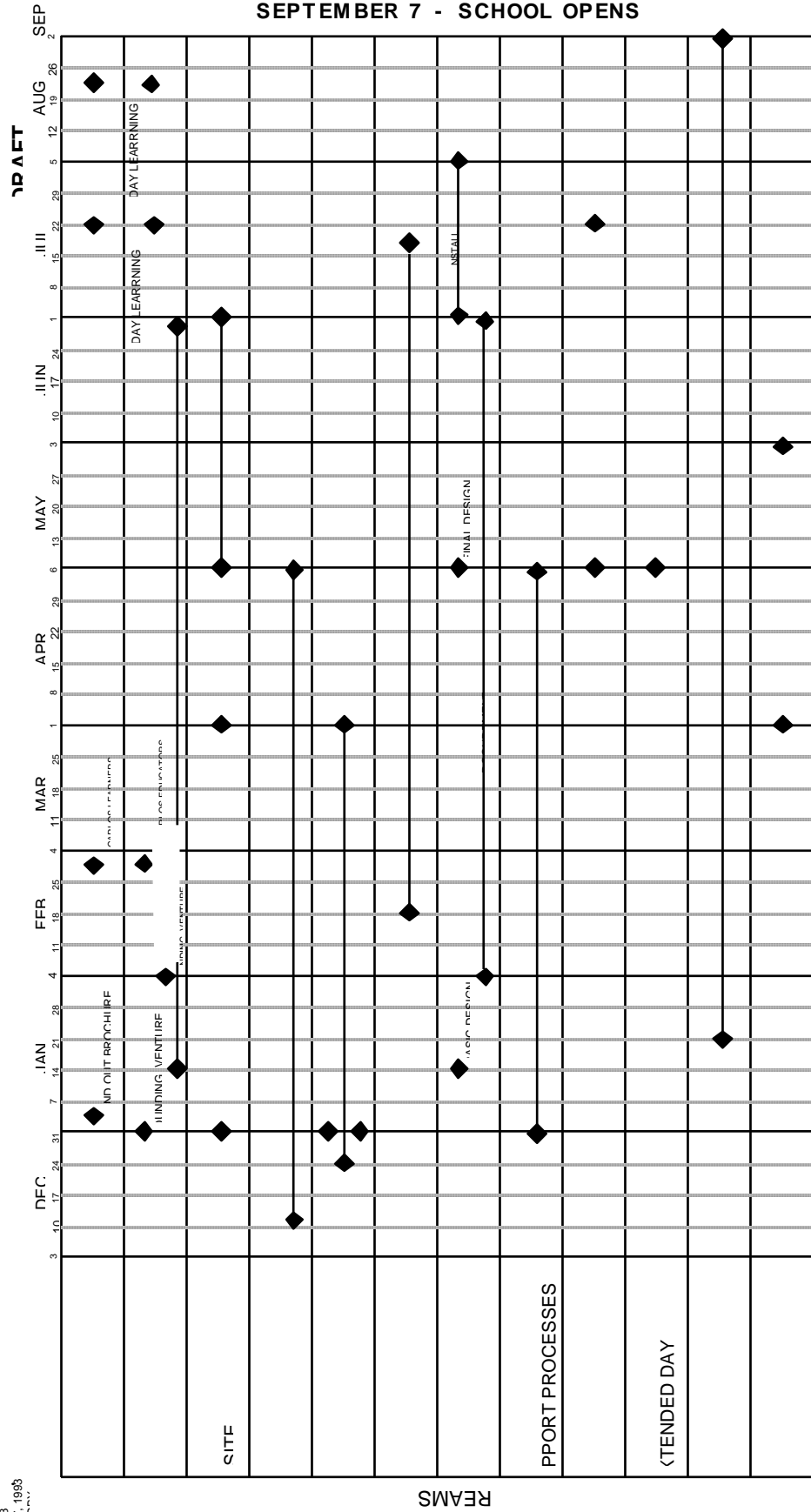
The first phase of the resource developer's work will be to identify and recruit the volunteers, develop the Edventure Intern program and orchestrate the parent involvement. The second phase, March 1995, through July 1995, is needed to develop the strong culture of collaboration and the organization needed for a smooth transfer to year two.

RESOURCE CHOREOGRAPHER OUTCOMES AND MEASURES

1. Coordinate with College of San Mateo and Canada College to identify, recruit and integrate the Edventure Interns into the program. Preliminary discussion has taken place with CSM Chancellor, Lois Callahan.
Measure: Identify 20 interns by July 1994.
2. Identify, recruit and integrate opportunities for community service that match the curriculum.
Measure: In the first year, identify ten agencies.
3. Recruit and integrate the inter-agency support volunteers who will address specific aspects of the curriculum. There is San Carlos police and South County fire fighters who will teach first aid and city officials who will serve as resources for civics and government.
Measure: In the first year, identify 30 volunteers.
4. Recruit and integrate one business into the Charter Learning Center. To date the Charter designers have discussed the concepts of a student savings and loan affiliated with a local bank, a theater costume opportunity and a technology tutor concept.
Measure: Integrate one business.
5. Develop and implement the parent volunteer corps.
Measure: In the first year, all parents participate.
6. Coordinate Center activities and the educational opportunities available for cable casting and distance learning through College of San Mateo and the county's new contract with TCI Cablevision. This would allow students and families to learn together in the evenings.
Measure: Develop 3 remote educational opportunities.
7. Recruit and integrate service organizations so that programs such as scouts and 4-H take place at the Center.
Measure: Integrate three service organizations.
8. Integrate "unique feature" providers such as the San Carlos Children's Theater, Kollage Art Center and dance instructors.
Measure: A schedule which shows the acquisition and integration of four extended learning opportunity providers.
9. Recruit and integrate student teachers from College of Notre Dame, Stanford and San Francisco State.
Measure: Placement of six student teachers during the 1994-95 year.
10. Integrate the BUSY Project - Building Understanding of Seniors and Youth. This project has been submitted for funding and calls for senior citizens to partner with Charter students on six projects that range from oral history to inter-generational sing-a-longs to shared reading of literature.
Measure: Sixty senior citizens participate.

The **project timeline** and **daily schedule** follow on pp. 12 and 13.

SEPTEMBER 7 - SCHOOL OPENS



EV.03
SC.17.1983

REAMS

PPORT PROCESSES

CTENDED DAY

CHARTER OUTCOMES

- All students will possess the academic and personal habits and attitudes desired of an educated citizen in the 21st Century.

The Academic Habits of

- ... curiosity
- ... lifelong learning
- ... clear, oral and written communication
- ... thinking creatively
- ... thinking logically and making informed judgments
- ... using technology as a tool
- ... solving problems
- ... finding, selecting, evaluating, organizing and using information from various sources
- ... making easy and flexible connections among various disciplines of thought
- ... evaluating the reliability of information from video, audio and printed sources, including advertising and the media

The Personal Habits and Attitudes of

- ... accepting responsibility for personal decisions and actions
- ... academic honesty and the ability to face challenges with courage and integrity
- ... a healthy lifestyle
- ... empathy and courtesy for others and respect for differences among people and cultures
- ... self-confidence and a willingness to risk mistakes in order to learn
- ... concentration and perseverance
- ... seeking a fair share of the work load - managing time in a responsible manner
- ... working cooperatively with others; which includes the ability to listen, share opinions, negotiate, compromise and help a group reach consensus

- All students will be able to communicate and understand others in more than one language
- All students will be able to use technology-based methods of acquiring and communicating information
- All students will be able to express ideas and emotions through participation in at least one of the visual and performing arts.
- All students will possess the ability to use knowledge and skills, think logically and solve problems related to mathematics
- All students will have sufficient knowledge, skills and strategies of science to be intelligent consumers and responsible users of scientific information
- All students will participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an inter-dependent world
- All students will understand and apply the knowledge, concepts, principles and themes imbedded in each of the social studies - history, geography, political sciences, economics and philosophy

EVALUATING THE PERFORMANCE OF THE CHARTER

Any educational endeavor, no matter its promise of performance, is always scrutinized. Assessing and evaluating the San Carlos Community Charter is much more than evaluating the performance of its learners. As part of the thoughtful implementation of the San Carlos Community Charter, the following assessment will address both student performance and those larger issues of educational innovation. A summary of the student performance assessment is as follows:

1. Learners in the San Carlos Community Charter School will achieve in the top quartile of California students who have similar family characteristics such as parent socio economic level, level of education, transiency and primary language spoken in the home. This top quartile must be achieved in the areas of reading, writing, math, social studies and science.
2. Learners will also achieve to specific local standards in the areas of oral and written communication. On the performance scales all students must achieve a level 4 or 5 on performances scored by readers and listeners from outside the school. Examples of the standards are in Attachments K and L.
3. Learners will achieve a level of 4 or 5 on a five scale standard for cooperative learning. An example of the standard is in Attachment M.
4. Learners will demonstrate their confidence and competence in technology through the completion of a portfolio of their work which shows that the students can utilize word processing, data base management, graphics, and access information from local and distant sources and electronic mail.
5. Learners will demonstrate their academic, personal and social habits of mind by participating in the ROPES project. ROPES - "Rites of Passage Experiences" is a locally developed assessment in which each student completes a self selected project from a list of challenges. Each challenge requires the student to organize a plan, a product and presentation that is given to a panel of three members from the community, such as Kiwanis, AAUW, Rotary, Lions, and Soroptomists. These presentations and grand conversations must meet specified standards. Examples of the ROPES are in Attachment N.
6. Learners will demonstrate their level of proficiency in foreign language (Spanish or Japanese) through written tests, oral discussions with native speakers. At the end of the first year, the students will be able to satisfy routine travel needs and courtesy requirements. In these conversations with native speakers, the students should be able to order a simple meal, ask for shelter, ask and give simple directions, make change and tell time. During the second year, the conversations with native speakers will show the students' abilities to confidently handle social situations such as introductions, conversations about current events, and family information. The assessment conversations have been developed by the Inter-Agency Language Roundtable and the United States Foreign Service.
7. Learners will devote a section of their portfolio to Community Service. However, those attitudes and learnings acquired in community service will be examined in their academic products, rather than in isolation.
8. Learners will participate in student led parent conferences. Every learner will prepare a self-assessments of their performances and present them to parents twice per year.

Perhaps the most important aspect of evaluation is the continued participation of the students and their parents. The Charter is an example of "public school choice" in which the option to leave is always there.

WHY WILL CHARTER SCHOOLS BE A VIABLE EDUCATIONAL INNOVATION

The Charter School concept offers some opportunities that lead us to believe it will be successful as an educational innovation. Charters break the exclusive franchise of public schools and establish a marketplace in which parents and students are customers. The ultimate accountability is that parents and students can choose to leave. Charters also have received bi-partisan political support. Two key features are that State funds are provided directly to the Charter school, and educators have the freedom to innovate free of bureaucratic constraints.

Early Charter efforts have shown promise in Minnesota and Great Britain. England's Grant Maintained schools have shown promise since 1988. Other Charter-like efforts such as the Pew Foundation-funded Philadelphia Charters and the work in East Harlem are also examples of early success.

(See Attachment O including articles of support)

While publicly endorsed by Albert Shanker, the President of the American Federation of Teachers, the California Teacher Association has not taken a position of support on Charters; however, there are now forty-four Charters that have received the required 50% support by a particular school or 10% support of the entire district. Attachment P describes the chronology of the efforts that have taken place with the San Carlos Teachers Association, a local CTA affiliation.

Like any new innovation that offers choice and local governance, there will be critics and failures, but we believe that there are better ways to educate children and Charters can achieve them. We liken Charters to technological advances like the shift from cog and wheel watches to quartz movement. Swiss cog/wheel watches accounted for eighty plus percent of the market in the early sixties and today accounts for about 13%. Public school choice and accountability with opportunities like the San Carlos Charter Learning Center will become a major part of the educational tapestry.

WHY THE SAN CARLOS CHARTER WILL BE SUCCESSFUL

From the beginning this Charter has been unique. This uniqueness is exhibited by the following information:

- Over 100 community and staff members have and are participants in the design.
- This has been a volunteer effort that has taken place for one year with volunteer hours estimated at 12,600 hours.
- The Charter has used an 19-month planning period and has done its homework in research, discussion and planning as evidenced by the development of the Charter documents.
- The Charter designers have established an information section in the City Library and held over thirty meetings with parents, service clubs and community groups. Attachment Q are examples of community communication.
- The Charter was endorsed by 22% of the District's teachers - while 10% is all that is required by law.
- The Charter Governance Council has representation from parents, staff, city officials, educational associations and the business community.
(See Attachment R)
- The Charter has unanimous approval from the Board of Education, the Superintendent and Director of Business. The school district is committed to the Charter concept as a method to increase student motivation and achievement.
- Innovation happens when passionate people with a purpose are involved, and that is the type of individuals who are in this endeavor.
- The Charter has an experienced project manager.
(See resume in Attachment S)
- The Charter has begun to acquire the necessary resources.
(See Attachment T)

WHY FUND A CHARTER IN THE SAN CARLOS SCHOOL DISTRICT

The San Carlos School District has a rich tradition of achievement. Some successes include:

- Student achievement in State and national tests exceeds the 90th percentile in all academic areas.
- Volunteers provided over 30,000 hours of support during 1992-93.
- Four of the five schools have business partnerships with Varian, Sequoia Hospital, Cañada College and Rotary Club of San Carlos.
- The formation of "CSAT - Cities and Schools Acting Together" - a joint powers agreement that links the two agencies in efforts related to health, recreation, facilities use .

The development of SAN CARLOS ON-LINE - an electronic highway where both agencies and community members can access curriculum, student information, building permit information and other features. It is projected to be operating in June 1994. Attachment U describes CSAT.

- The formation of the San Carlos Educational Alliance - a group of representatives from the city, school district, San Carlos Educational Foundation, Charter, PTA's, the senior citizen community and business members. The mission of the Alliance is to recruit eighteen large businesses who will help with volunteers, equipment, funds and coaching. Attachment V describe the Alliance.

San Carlos isn't -- to quote McLuhan -- "driving into the future with our eyes in the rearview mirror". Our challenges are here. Class size is 29 to 1 as compared to the State average of 23 to 1. The schools receive approximately \$3,100 per student while California, in general, receives \$4,100 and \$5,000 nationally. San Carlos is in the bottom third of school district in San Mateo County in school revenue.

If the best prediction of future success is past performance, then the San Carlos School District and its inter-agency partners will continue to provide successful basic education and offer opportunities for choice innovation.

SUMMARY

We believe the San Carlos Learning Center has been thoughtfully planned by educators, parents, and community members. The planners are dedicated to the spirit of the Charter legislation which invites “break the mold” learning systems to increase student achievement. It is locally developed, meets local and community needs and breaks the mold by creating a “dawn to dusk” Edventure experience that is rich with caring adults and can be replicated. As a new Charter, it will be one of California’s first “open enrollment” public school choice opportunities. The Charter is part of a school district community that is successful and works together. And, finally, if initial start up funds are provided, the Charter has the ongoing revenue and resourcefulness to institute models of learning that can be applied to other educational settings. We believe, if funded, the San Carlos Charter Learning Center will bring successful innovation to San Mateo County and a sense of pride and accomplishment for the Peninsula Community Foundation.