



SAN CARLOS CHARTER LEARNING CENTER

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**Charter Petition Renewal**

SUBMITTED August 2007

TABLE OF CONTENTS

*CHARTER PETITION RENEWAL*.....1

*INTRODUCTION*.....2

*CHARTER RENEWAL REQUEST*.....3

*ELEMENT A: EDUCATIONAL PROGRAM*.....5

*ELEMENT B: MEASURABLE PUPIL OUTCOMES*.....12

*ELEMENT C: METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING  
OUTCOMES* .....13

*ELEMENT D: GOVERNANCE STRUCTURE OF SCHOOL*.....14

*ELEMENT E: EMPLOYEE QUALIFICATIONS*.....15

*ELEMENT F: HEALTH AND SAFETY PROCEDURES*.....17

*ELEMENT G: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE OF DISTRICT*..18

*ELEMENT H: ADMISSION REQUIREMENTS*.....18

*ELEMENT I: FINANCIAL AUDIT*.....19

*ELEMENT J: PUPIL SUSPENSION AND EXPULSION*.....20

*ELEMENT K: RETIREMENT SYSTEM*.....20

*ELEMENT L: ATTENDANCE ALTERNATIVES*.....21

*ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS*.....21

*ELEMENT N: DISPUTE RESOLUTION PROCEDURES* .....21

*ELEMENT O: EXCLUSIVE PUBLIC SCHOOL EMPLOYER DECLARATION*.....22

*ELEMENT P: ADDITIONS, DELETIONS AND MODIFICATIONS OF THE  
CHARTER*.....22

*ELEMENT Q: OTHER CHARTER ELEMENTS*.....22

INTRODUCTION

The San Carlos Charter Learning Center (SCCLC) opened its doors in September 1994 as a community experiment in providing a different educational opportunity to the children in San Carlos. This school became the research and development test site for such concepts as “parent educators”, “hands on learning”, “web/computer based learning”, “a curriculum based on thematic units”, “personal learning projects, for staff and students”, “performance bonuses for staff retention”, “foreign language as a core educational component”, “maintenance of the performing arts in the schools”, and most importantly “teaching time management and student responsibility for learning performance”.

SCCLC students have repeatedly demonstrated the value of this educational approach through their success in district and state student assessment tests as well as their placement and performance in both private and public high schools. In addition, the SCCLC has received state recognition by becoming a Distinguished School in 1997 and national recognition that same year when President Clinton visited the SCCLC campus.

*“But if we want to preserve excellence and the socially unifying impact of public schools over the next generation, I’m telling you every school in the country has got to become like this one! The power needs to be with the parents, with the children, with the teachers, with the principals...” President Bill Clinton, SCCLC, Sept. 20, 1997.*

The SCCLC is proud of its past success. There is also a continued interest in furthering the school's role as a research and development site for educational innovation in the future. This Charter proposal reflects the thoughts, ideas and words of parents, staff and other stakeholders residing in the San Carlos School District.

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## **CHARTER RENEWAL REQUEST**

This school's 5 year renewal represents the belief that the SCCLC Charter has fulfilled its goal of providing a unique and additional opportunity to address the educational needs and desires of the children in San Carlos. In addition, SCCLC students have successfully fulfilled the performance requirements outlined in The Charter Schools Act of 1992 which states:

*It is the intent of the Legislature...to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

- (a) Improve pupil learning.*
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) Encourage the use of different and innovative teaching methods.*
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*

*(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*

*(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*

*(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

*- California Education Code Section 47601(a)-(g)*

As a method to achieve these goals, the SCCLC creates an opportunity for educators, parents, learners and community members to maintain a school that operates independently from the existing traditional public school district structure.

The SCCLC is an independent school with regard to finances and policies with choices to either accept current district policies and procedures or design/develop SCCLC specific policies and procedures in accordance with district legal counsel recommendations. This latter approach will allow the school to more accurately reflect the needs and desires of the community stakeholders.

The SCCLC would like to continue its current role as one of the district's research and development schools where testing educational innovations are strongly encouraged and supported. In addition, SCCLC representatives would like to further collaborate with other district schools to continually improve district administrative, educational and social interactions. The educator signatures from the founding charter proposal and previous charter renewal are on file in the San Carlos Elementary School District Office.

On behalf of the SCCLC community, the Governance Council formally requests that the San Carlos School District Board of Education renew this charter to operate the school for five years from July 1, 2007 until July 1, 2012. It is also understood that charter modifications can be initiated by the SCCLC Governance Council to present to the San Carlos School Board at any time during the 5 year term of this charter.

*Governance Council Signatures*

Dave Fecher

Bruce Knoth

Sonya Sigler

Mike Takamoto

Robin Pang

Marty Fuentes

*“Learning how to learn” is the real purpose of education. Those who succeed in this goal become lifelong learners. -Charter Learning Center Vision Statement*

## **ELEMENT A: EDUCATIONAL PROGRAM**

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

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

The 21<sup>st</sup> Century needs literate workers with excellent problem solving skills. It is expected that 75% of new jobs will require additional education or training beyond a high school diploma. As this century unfolds, the nation will increasingly require a citizenry who have not only mastered the learning process, but also the skills to work cooperatively amongst their peers. Change will also be a core characteristic of the 21<sup>st</sup> Century. During this century, citizens will change jobs an average of eight times during their working lives. As knowledge continues to expand, skills involving information acquisition, management, technology and communication will become key tools for success.

The SCCLC’s mission, therefore, is to be a collaborative public K-8 school community that educates, nurtures, and inspires learners to be independent thinkers as well as socially and personally responsible citizens through academic excellence guided by research, innovation, and continuous review. This mission seeks to develop an educational citizenry for the 21<sup>st</sup> Century. Such a citizenry would be characterized by the following academic and personal habits.

The Academic Habits of:

- being curious
- striving to become self-motivated, competent, life-long learners
- communicating clearly through oral and written dialogue
- thinking creatively
- thinking logically and making informed judgments
- using technology as a tool
- adapting to new situations and responding to new information
- 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 difference among people and cultures
- self-confidence and a willingness to take risks 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

The SCCLC is an alternative public school educational opportunity that offers learners the promise of a quality primary education leading to a successful high school experience and the subsequent options of fulfilling employment and/or admission to an institution of higher education. This promise is made with the understanding that education is a shared responsibility of the public schools, the parents, the community and the individual learners. The SCCLC values the commendable energy, dedication and success of all schools and recognizes that a charter school offers a unique opportunity to achieve its promise through unconventional means not currently available in all public school settings.

At the core of the SCCLC's educational program is a philosophy, a mission and a set of goals with outcomes and standards. The philosophy of this charter is grounded in the belief that learning opportunities and accomplishments can best take place when schooling is viewed as one aspect of education.

The philosophy also includes the concept of "flexibility of time". This allows for small group enrichment sessions, grand conversations and investigations with educators and learners in the following scenarios:

- when the entire community serves as a campus and the school acts as a headquarters
- when learning is viewed as a 365-day "dawn to dusk" experience
- when an educational alliance is formed with a seamless web of educators, parents, businesses, community services and local stakeholders, all dedicated to the learners.

*Research and development activities abound as students help design, create and field test new learning tools and methods in partnership with business, industry and institutes of higher education. In keeping with its principle of flexibility, whereby the Charter Learning Center strives to be self-examining, learners are tapped to provide a critical, internal analysis of the Charter. -Charter Learning Center Vision Statement*

## **How learning best occurs**

To develop these habits and attitudes requires a climate that is conducive for learning. The Charter believes that learning occurs when...

- learners construct meaning
- learners see connections between what they learn and the real world
- learners are actively engaged in purposeful tasks
- activities are integrated and meaningful
- learners work individually and as members of a group. Learners work side-by-side with community members to develop solutions and opinions to issues that can be presented to local policy makers
- learners are expected and encouraged to learn
- learners internalize that what they learn and do in school makes a positive change in the community
- learners are supported with coaches, mentors and advocates
- all learners have advanced learning opportunities
- all essential curriculum are described with outcomes and standards, and are assessed through formative and summative performance activities

### **The School's Program Design Elements**

***Multi-age instruction:*** Research supports the use of multi-age classrooms as a way to improve student performance. It provides the flexibility to allow learners to learn at their own pace.

***Small class size:*** The SCCLC maintains small class size (20) in the lower grades (K-3) as a way to ensure the learners get more individual attention. Research has shown this has a positive impact on educational outcomes.

***Small school to develop sense of community:*** According to the results from the National Longitudinal Study of Adolescent Health, students who attend small schools tend to feel better connected to their educators and one another and are less likely to engage in risky behavior such as drug use, violence or early sexual activity.

***Parent/Family Participation:*** The SCCLC community believes that our students' education is strengthened by a partnership of families, educators and administrators. This value that is placed on education by the entire community strengthens the learner's motivation to excel. The active participation of parents in the classroom allows for more individual attention and educational support. As a result of these beliefs, all SCCLC families are strongly encouraged to participate in volunteer activities for the school. Their participation is a crucial component for the success of the school.

### **Opportunities for parent involvement**

- **Learner assessment** – parents, learners, and educators meet at least once per year (usually two months into the school year) to discuss an assessment of the learner's

progress and plan for ways to enhance his/her learning experience throughout the academic year.

- Exhibition panels – parents are encouraged to volunteer to assess student work or assist educators and learners in the creation of the learner exhibitions.
- School functions – parents are encouraged to take a leadership role in school activities such as talent shows, the all school play, and parade exhibits.
- School/Staff evaluation – parents/guardians are asked to complete a survey each year evaluating the effectiveness of the educators and the schools educational program in general.
- Volunteer opportunities – a variety of volunteer opportunities are available at the school. The resource choreographer assists them in finding positive ways to fulfill their mandatory hours and enhance the educational process at the school. Examples of volunteer opportunities include assisting in the classrooms, organizing or driving learners on field trips off campus, serving on parent committees, leading enrichment sessions, leading extra-curricular activities and assisting in Educare.

### **Pedagogical Strategies**

The SCCLC curriculum is based on the theory that individuals learn best when they learn from their own personal experience. This is best described as the Constructivist Approach to learning. In addition, there is a belief that each individual's approach to learning can be described by the concept of Multiple Intelligences, i.e. (linguistic, mathematical, intrapersonal, interpersonal, bodily-kinesthetic, spatial, naturalistic and musical). This suggests that individuals learn more easily when they have the opportunity to use the "Intelligence(s)" or learning approach(es) they prefer. Pedagogical strategies that are used at the school include: project based learning, integrated thematic curriculum units, authentic experience, inquiry-based instruction, integrated arts, personalized learning projects, enrichment sessions, and community service.

***Project based learning:*** Each thematic unit at the SCCLC ends with a final project created by either an individual or learner group. These projects are designed to provide the opportunity to apply learning to complex problems as well as to develop products that utilize written and oral expression, technology, the arts, math, language arts, social science and science. It requires the learners to learn how to undertake extended research, analyze the information and synthesize the information into a presentation. It provides the learners an opportunity for self directed in-depth learning and allows them the experience of being an educator through their presentations. Finally, it provides an opportunity for the learners to practice time management in accomplishing the multiple facets of the task. These skills are needed for success both in high school, college, and the world beyond. An example of a final product for the Structure Unit was the construction of a new "Bay Bridge". The learners presented their ideas in both a written and oral report. In addition, they built a model of their innovative bridge and presented it to the community during a learner exhibition.

***Integrated Thematic curriculum units:*** To facilitate learning across subject areas, educators in core subject areas collaborate to integrate classes around the unifying thematic unit when designing classes.



***Integrated arts:*** Visual and performing arts are woven throughout the curriculum as a way to illuminate knowledge in the core subjects. Learners are provided a similar opportunity to incorporate the arts into their final projects. Educare provides an additional opportunity for the integration of the arts with a variety of visual and performing arts activities again supporting the current thematic unit.

***Authentic Experience:*** As the learners mature, the school provides them with “real world” opportunities to gain authentic experiences. One excellent example of this is the learner’s participation in the school’s mandatory community service program described below.

***Inquiry-based instruction:*** Some learners learn best when they are posed a series of questions. They then must work alone, in groups, or with an educator in working through the questions to find the answer. This process allows the student to approach the question using his/her preferred “intelligence(s)”. This approach also supports the school’s philosophy of not “teaching towards tests”. The SCCLC would rather educate learners so they have the skills and knowledge base to solve their own problems when they become adults. Inquiry based education not only happens daily in the classroom, but it is also demonstrated in annual school events such as the “Science/Invention Fair”.

***Community Service:*** Community service is a vital and distinctive element of the Charter curriculum. The community service requirement is designed to instill a sense of individual responsibility, social responsibility and civic responsibility. It enables learners to use newly found knowledge to solve community problems. The learners and SCCLC staff based on current community needs and interaction with community and government leaders determine specifics of the program.

***Personalized Learning Projects:*** While the SCCLC is a public school with limited resources, focus is nonetheless placed on providing opportunities for learners to individualize their education. Each year, every learner is asked to create, with cooperation from his or her parents and educators, a Personalized Learning Project (PLP). The PLP is a project that extends the education of the learner in a way that is most meaningful because it is his/her choice.

***Enrichment:*** All students are given the opportunity to choose non-core curriculum courses called enrichment sessions. Enrichment sessions are taught by family and community volunteers. Enrichment topics include but are not limited to sewing, auto mechanics, community service, biking, cooking, electronics, robotics, computer graphics, science and visual and performing arts. These opportunities allow learners to expand the breadth of their education and perhaps identify a new passion to pursue.

## **Curriculum**

The curriculum of the SCCLC is comprised of a variety of learning areas including language arts, science, environmental studies, social studies, mathematics, visual and performing arts, foreign language, health/physical education, and technology.

**Language Arts:** The language arts goals are to develop learners who are effective communicators, who love literature, and who are lifelong readers and writers. Comprehension skills, vocabulary and grammar are integrated within a literature program. Writing includes a personal journal and creative and expository writing. Communication areas of focus include speaking, writing and presentation skills using modern technological tools.

**Mathematics:** The mathematics curriculum at SCCLC strives to develop learners who are able to use their math skills effectively and efficiently in real life settings. SCCLC's math curriculum is driven by essential learnings that have been distilled from California state board of education mathematics framework standards and the National Council of Teachers of Mathematics standards.

**Science:** The SCCLC science curriculum emphasizes hands-on experimentation and functional knowledge of scientific phenomena. While the specific disciplines are the same as presented in the California State Board of Education Science framework, the school curriculum differs in several areas. This approach involves experimentation, field trips and visits from guest scientists and local experts. Major concepts are re-emphasized as appropriate and relevant to the interrelationship of disciplines.

**Social Studies:** This curriculum develops learners who understand that history and social science are about real people, in real places, solving problems relevant to the learners' own lives. Students understand the interrelationships between the peoples of the world and study the past as a background and prelude to the present.

**Visual and Performing Arts:** The goal here is that the learners embrace the values of arts appreciation including self and group expression in the visual arts, music, theater and dance. The curriculum strives to instill confidence in the learner's artistic self-expression and the appreciation of the artistry of others. Attempts are made to ensure that each learner will be given the opportunity to participate in music, dance or movement activities, visual art techniques, and art forms as a primary means of expression.

**Foreign Language:** Study of a foreign language is an integral and distinguishing aspect of the SCCLC curriculum. An expected outcome is that learners will communicate and interact effectively in at least one language in addition to their native language. The school uses local linguistic and cultural diversity to further the learners' development.

**Health and PE:** One of the SCCLC's stated outcomes is 21st century citizens with a healthy lifestyle. The Charter Learning Center provides an atmosphere that encourages all learners to enjoy physical activity and to incorporate it into their everyday lives. This program emphasizes "lifetime" or "individual" activities as well as "cooperative" sports to perpetuate the concept of lifelong activity.

**Technology:** The SCCLC's technology program includes learning tools such as computers, interactive video equipment, audio-visual aids, scientific equipment and

networks linked to local and nationwide resources. These tools help students guide their own education. They support a child's natural way of learning both through individual and group discovery as well as seeking solutions to real life challenges.

***Social Emotional Learning (SEL):*** The SEL program at SCCLC is developed with the goal of teaching to the whole child. The development of the whole child is accomplished by integrating social and emotional concepts into each of the curricular areas at the SCCLC. Social Emotional Learning is regarded as a community responsibility, owned by educators, learners, parents and other community members at large.

### **Responsibility**

Responsibility is a fundamental focus at the entire community at the SCCLC. Areas of responsibility that receive attention include personal responsibility, personal mastery, personal integrity and self esteem. Below are beliefs surrounding responsibility as shared by the community as a whole.

***Personal Responsibility:*** As Charter Community members we accept responsibility for ourselves as individuals, for how we act, express ourselves, and react. We are accountable for the consequences of those actions, expressions and reactions.

***Personal Mastery:*** We strive for personal mastery, which we define as the process of continual improvement. We continually seek to surpass our previous personal best.

***Personal Integrity:*** As individuals we seek to understand ourselves, be clear about what we believe and live those beliefs. Our words, and most importantly, our actions are congruent with our beliefs. Children will do as we do, not as we say.

***Self-Esteem:*** Our self-image and vision of our future have a major impact on how we function throughout life. We seek to acknowledge individual achievements, validate personal goals, recognize each member's uniqueness and encourage interpersonal and intra-personal skill acquisition in order to foster development of self-esteem.

### **Time Management**

Success in extended projects, in college, and in a career is easier if one has the skill set of time management. This skill set assists the individual in planning so that projects can reach completion within the allotted time. The SCCLC staff starts in the earlier grades to show learners how manage their time by giving out homework at the beginning of the week. While the assignment includes a suggested plan of completion, the learner is encouraged to draft his/her own plan for completion as desired. This personal ownership combined with continued practice facilitates the learner's time management proficiency.

### **Special Education**

The state has addressed special education funding in charter schools by directing that charter schools receive a proportionate share of state and federal categorical funds. The

SCCLC has opted to combine its special education funds with those of the district and to utilize the SCSD related services to address the needs of any SCCLC students.

### **Population to be Served by the School**

As a charter school in the San Carlos School District, the SCCLC serves the student population in the San Carlos and surrounding communities and strives to represent the demographics of these communities. The SCCLC strives toward having a campus that serves approximately 250 learners in grades K-8.

*The Charter's Personalized Learning Project: Working together, student, parent and educator seek to identify, for each learner, areas of greatest strength and weakness and to define individual learning styles. A plan is developed which allows for the presentation of new material and concepts in a way most likely to reach the learner. The plan encourages the learner to capitalize on strengths and shore up areas of weaknesses. Individual learning goals are set and are linked to personal interests and needs. -Charter Learning Center Vision Statement*

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### **ELEMENT B: MEASURABLE PUPIL OUTCOMES**

*The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.*

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

The SCCLC will provide an environment where all learners can possess the academic and personal habits and attitudes desired of an educated citizen in the 21<sup>st</sup> Century. These include:

- the ability to communicate clearly - orally, in writing and with graphics
- the ability to use oral and written language to get things done, to take charge of one's life, to express opinions, to function as a productive citizen and to entertain and enjoy oneself and others
- the ability to communicate and understand others in more than one language
- the ability to use technology-based methods of acquiring and communicating information
- the ability to express ideas and emotions through participation in at least one of the visual and performance arts.
- the ability to use knowledge and skills, think logically and solve problems related to mathematics
- the ability to acquire the sufficient knowledge, skills and strategies of science to be intelligent consumers and responsible users of scientific information
- the notion of participation in a comprehensive program of community service that reflects responsible citizens in a democratic society and an interdependent world. The service professions of the City of San Carlos can play a key role in developing health, safety and personal development.

- the ability to understand and apply the knowledge, concepts, principles and themes embedded in each of the social studies such as history, geography, political sciences, economics and philosophy.

*Bridges to Learning - A sustained love of discovery is the foundation of lifelong learning. The creativity and enthusiasm for discovery that is natural in young children is nurtured and expanded throughout the Charter educational experience. Real learning takes place when active participants make personal connections to the skills and knowledge available to them. -Charter Learning Center Vision Statement*

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## **ELEMENT C: METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES**

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

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

The Charter Learning Center will use the following measures to assess pupil educational progress.

1. The school population will use the statewide performance standards developed by the California Department of Education. These standards include the subject fields of Language Arts, Mathematics, Science, Social Studies and Physical Education. Participation of children with disabilities in state and district-wide assessments will be undertaken using the guidelines for the provision of auxiliary or supplemental aids and services and for determining the need for alternative assessments.
2. Classroom educators report on learners' progress through the use of written progress reports that reflect academic and social development of the students using both numerical and narrative format. In addition, parent-educator conferences provide additional opportunity to reflect on the students' needs.
3. All learners will be assessed using locally developed standards for content areas at each grade level and/or according to individual I.E.P.s. These assessments may be part of the learner's portfolio, performances, ROPES (Rite of Passage Experiences), exhibitions and tests that are directly related to locally developed rubrics of the district and the SCCLC.
4. Yearly performance reports will be provided to the district upon written request.

*The purpose of any school should be to help prepare the learner for later life. An explicit goal of the Charter is to prepare learners to be functional citizens of the 21<sup>st</sup> century. Such preparation is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The charter emphasizes both the acquisition and application of knowledge. The curriculum defines the knowledge, skills, and achievement levels commensurate with proficiency. - Charter Learning Center Vision Statement*

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## **ELEMENT D: GOVERNANCE STRUCTURE OF SCHOOL**

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

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

The SCCLC encourages all groups to participate and share in the responsibility for the educational process and share in the results. In order to achieve this end, the school actively encourages parents and community members to work closely with the Governance Council (GC) and other school committees to achieve the school's common goals. The GC for its part will proactively seek community, parent, staff, and administration feedback and involvement before exercising its role as a decision making body for the school.

The Governance Council is responsible for the following operations of the school:

- Charter implementation and renewal
- Selection of staff
- Budget development and approval
- School calendar
- School policies and procedures

An eight member governing council shall govern the SCCLC as an independent, directly funded charter. This includes 7 voting members and one SCSD non-voting member. These members will be represented by:

Four (4) family members (parents/guardians) of SCCLC learners.

One (1) SCCLC educator representative

One (1) member from the community, not a SCCLC parent/guardian

One (1) member of the business community, not a SCCLC parent/guardian

One (1) representative of San Carlos School District school board (a non-voting member)

The SCCLC family member representatives will be selected by the parents/guardians of current SCCLC learners. The educators of the SCCLC will select the educator representative. The San Carlos School District representative will be appointed by the San Carlos School District Board of Education. With SCCLC community input, these six members of the Governance Council will recruit and select the representatives for the business and community seats

Governance Council terms are for two years with unlimited opportunity for reselection. The Governance Council is the responsible agent for the accountability requirements established by the Charter document.

*Bridges between Individuals - CLC members recognize that they are living in a cross-cultural and multi-religious global society. Appreciation of and respect for group and individual differences and similarities is encouraged. Learners develop their own social*

*insights by examining the impact that racial religious and ethnic divisions have had on local and international communities. They understand the effect individuals can have in our increasingly interdependent world. - Charter Learning Center Vision Statement*

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## **ELEMENT E: EMPLOYEE QUALIFICATIONS**

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

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

The SCCLC will recruit professional, effective, and qualified personnel who believe in the educational philosophy outlined in our vision document for all administrative, instructional, instructional support, and non-instructional support capacities without regard to ethnicity, national origin, gender, disability or sexual orientation. All core subject educators must hold an appropriate California teaching credential. Non-core educators are not required to hold a teaching credential but must have subject matter expertise, professional experience, and the demonstrated ability to engage learner's participation in the educational process as determined by the Governance Council and hiring team members.

All employees must possess the personal characteristics, knowledge base and successful experiences in the responsibilities and qualifications identified in the posted job description as determined by the Governance Council and hiring team members. The SCCLC requires background checks on employee candidates to provide for the health and safety of the School's faculty, staff, and students.

### **Director Qualifications**

The Director of the San Carlos Charter Learning Center is responsible for the leadership and direction of SCCLC. As such, the Director implements all Governance Council decisions and manages the SCCLC in accordance with law and the charter, which includes the mission and vision of the school. The Director has responsibilities related to learners and the instructional program, personnel, non-instructional operations, the San Carlos School District and the community. The Director will possess the following qualifications:

#### *Community*

- Superb communication and community-building skills

#### *Curriculum*

- Strong knowledge of curriculum direction
- A record of success in developing teachers
- Entrepreneurial passion

#### *Education*

- Masters or Ph.D. in education is highly desirable
- 5 plus years teaching and administrative experience
- Experience in performance assessment

### **Curriculum and Resource Coordinator Qualifications**

The Curriculum and Resource Coordinator has responsibilities related to identification, recruitment and management of resources (alternative funding and volunteers), both within and outside of the learning community. The CRC is also responsible for insuring that curriculum is innovative and dynamic, internally consistent K through 8 and communicated to stakeholders. The CRC will possess the following qualifications:

#### *Community*

- Superb communication and community-building skills
- Record of success in building programs

#### *Curriculum*

- Deep knowledge of curriculum development
- Entrepreneurial passion
- Ability to work with educators in the coordination of parents in the classroom to support the curriculum thematic units

#### *Education*

- College degree

### **Educator Qualifications**

Criteria for the selection of teachers are adapted from the five standards used for certification from the National Board for Professional Teaching Standards. Each stage in the hiring process allows the hiring committee to evaluate the candidate on several of these standards:

#### *Education*

- College degree in subject area and teaching credential as required by state education code.

#### *Community*

- Commitment to students and learning
- Community-oriented (defined in the SCCLC as: a willingness to work with both other SCCLC staff in a team teaching approach as well as willing to work with parents and other community members in the classroom.)

#### *Curriculum*

- Knowledgeable about their subject material
- Skilled in management of learning
- Reflective in the educational practice

### **Educare Program Coordinator Qualifications**

The school's Educare Program Coordinator (EPC) will be the leader of the before and after school enrichment program at SCCLC. The EPC will be responsible for working with educators and parents to develop a program that supports the thematic units being taught in school with fun activities. The EPC will possess the following qualifications:

#### *Community*



- Superb communication and community-building skills
- Love of children

*Curriculum*

- Exposure to curriculum development
- Entrepreneurial passion
- Ability to work with the educators in the development of after school programs that support the curriculum thematic units

*Education*

- College degree
- Experience in staff management

**Educare Staff Qualifications**

Educare staff work with the learners in implementing the Educare educational program. The staff will possess the following qualifications:

- Superb communication skills
- Experience and passion working with children
- Ability to manage large groups of children of diverse ages, abilities, and temperaments
- A depth of personal hobbies that are applicable to hands-on activities
- A strong sense of community

**Office Staff Qualifications**

The SCCLC's office staff will be responsible for overall office activities, will report to the Director and will work with the CRC, learners, parents and community.

The Office staff will have the following qualifications:

- Strong organization, time management and multi-tasking skills
- Strong interpersonal and communication skills
- Ability to work independently as well as with a team
- Proficiency in computer based office applications
- A.A. degree or equivalent work experience

*Staff at the Learning Center includes credentialed, non-credentialed and community educators and support personnel. Their role is to directly provide for the means and the atmosphere that enable students to learn. Their relationship to one another is non-hierarchical in the sense that every staff person (with learners) shares in the responsibility for the educational process. The governing procedure is flexible, maximizing opportunities for consensus decision-making, and assuring that those most responsible for specific aspects have the authority and resources needed to carry out their mandates. - Charter Learning Center Vision Statement*

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**ELEMENT F: HEALTH AND SAFETY PROCEDURES**

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

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

The Charter Learning Center will comply with the provisions of Education Code 44237 Private School Instruction Employee: Fingerprints and Criminal Records Summary Requirements: Definitions. All prospective employees must abide by all applicable laws and agree to abide by the policies of the school, including the submission of fingerprints and the approval for the SCCLC or its designee to perform background checks, pre-employment physicals, and TB screening. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. This requirement is a condition of employment.

All new students will be required to show proof of necessary immunization as a condition of SCCLC admittance to the same extent as would apply if pupils attended non-charter public schools. The SCCLC will provide health screening of students to the same extent as would be required if students attended a non-charter public school. Records of staff and student immunizations will be maintained.

*Balance - In all its activities, the Charter Community seeks to achieve a fair balance between meeting the needs of the individual and the well being of the group, between the quality of the outcome and of the process that creates that outcome, between the need for satisfying work and rejuvenating play. - Charter Learning Center Vision Statement*

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#### **ELEMENT G: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE OF DISTRICT**

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

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

Through recruitment and admission practices, the racial and ethnic balance of the SCCLC will reflect the general population of our community.

#### **ELEMENT H: ADMISSION REQUIREMENTS**

*Admission requirements, if applicable.*

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

The SCCLC identifies the following admission requirements and parameters:

- Learners will be considered for admission without regard to ethnicity, national origin, gender, disability, sexual orientation or achievement level.
- In support of our vision that education is enhanced by family participation, preference for admission will be given to siblings of currently enrolled learners, children of SCCLC educators and staff/administration.
- In support of our vision of creating a community, preference for admission will be given to applicants residing within the attendance area of the San Carlos School District. If applications exceed available positions, a lottery will be held. Based on the lottery, a wait list will be kept at the SCCLC. As openings become available, preference will be given to those on the wait list.
- Family Agreements for parents/guardians of all learners will require involvement and support. Prior to admission, all parents/guardians will be required to sign an agreement indicating they understand the SCCLC outcomes, philosophy and program and agree to complete the volunteer requirements. It is recognized that parents do not have to volunteer during the school day; however, all parents may be required to attend specific classes or events that can enhance their children's home learning environment. Parents may also be expected to participate with their children in certain school events scheduled during weekend hours.
- Admission tests will not be required.

## **ELEMENT I: FINANCIAL AUDIT**

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

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

An annual fiscal audit, required under the Charter Schools Act, will be conducted by an auditor with experience in education finance and will use generally accepted accounting principles. This auditor will be jointly selected by the SCCLC GC and San Carlos School District. The SCCLC GC and the San Carlos School District will resolve audit exceptions and deficiencies in a timely fashion.

SCCLC will receive funding pursuant to Education Code Section 47613.5 and its successors and will opt to receive its funding directly from the state. Any funds due to the school that flow through San Carlos School District shall be forwarded to SCCLC in a

timely fashion. SCCLC and San Carlos School District will negotiate in good faith on an annual basis to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

The SCCLC will be responsible for its own financial operations within the San Carlos School District. This can be accomplished by either contracting for services within the district or obtaining independent services. A MOU that covers the services and rates of the services will outline the purchase of District services. The Charter Learning Center will present an annual budget for Board review.

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## **ELEMENT J: PUPIL SUSPENSION AND EXPULSION**

*The procedures by which pupils can be suspended or expelled.*

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

The procedures for suspension and expulsion of Charter Learning Center learners will be identical to the procedures identified in the California Education Code and will be implemented following San Carlos School District procedures. The SCCLC will also establish a staff review panel in conjunction with District representatives to evaluate situations that require interpretation of Education Code 48900.

*Shared Responsibility - The Charter Community is a collaboration whose members share goals, responsibilities and leadership. We seek our fair share of the workload, and view ourselves as accountable for the outcomes produced by the Charter. We acknowledge a global responsibility that is an extension of our personal responsibility. While each of us is responsible for our own actions and accountable for their consequences, we share a responsibility for the well being of our group, our community, our country and our planet. - Charter Learning Center Vision Statement*

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## **ELEMENT K: RETIREMENT SYSTEM**

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

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

All employees of the SCCLC who qualify for membership in STRS or PERS shall be covered under the appropriate system. Employees will contribute at the rate established by the STRS or PERS. All employees who are not members of STRS must make contribution to the social security system.

The SCCLC will make all employer contributions as required by STRS, PERS, and federal social security. The SCCLC will also make contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

*In the Charter Learning Center “every teacher is a learner, every learner is a teacher, every parent is both and everyone is a winner.” This belief helps define the participants’ roles and the relationships members have to one another. - Charter Learning Center Vision Statement*

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#### **ELEMENT L: ATTENDANCE ALTERNATIVES**

*The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools.*

*- California Education Code Section 47605(b)(5)(L)*

All students in the San Carlos School District attendance area who do not wish to attend the SCCLC will be able to attend their school of residence or request an intra-district transfer to another school in the district. Intra-district transfer requests will be processed in the manner described in San Carlos School District Policy and Procedure.

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#### **ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS**

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

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

Any current San Carlos School District employee who becomes an employee of the Charter Learning Center shall retain rights to return to the San Carlos School District as per the Articles addressing Leaves of Absence in the Master Agreements with SCTA and the San Carlos CSEA in effect at the time the employee is on leave to the Charter School. Seniority and university credit earned will be accrued to the employee while employed by the Charter Learning Center as if they were an employee of the San Carlos School District.

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#### **ELEMENT N: DISPUTE RESOLUTION PROCEDURES**

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

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

The CLC is committed to working with the San Carlos School District in a spirit of cooperation. Matters unable to be resolved by the SCSD Superintendent or designee and the CLC will be referred to a mutually agreed upon legally licensed mediator at standard cost. Any costs and fees other than attorney fees associated with the mediation shall be shared equally by the parties.

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#### **ELEMENT O: EXCLUSIVE PUBLIC SCHOOL EMPLOYER DECLARATION**

*A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.*

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

For the purposes of the Educational Employment Relations Act, the SCCLC is deemed the exclusive public school employer of the employees of the charter school.

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#### **ELEMENT P: ADDITIONS, DELETIONS AND MODIFICATIONS OF THE CHARTER**

Any material revisions of the Charter must be approved by the San Carlos School District Board of Education. Any element of the Charter that, through legislation or legal ruling, is deemed to be outside the intent of Senate Bill 1448 should be removed from the Charter. Should this situation arise, it would not result in the loss of the Charter.

*Flexibility - For the CLC to remain responsive to its members and the community, it must be flexible. We view our values as constant, but we recognize our situation is continuously evolving. We strive to be both self-examining and self-changing while continuing to hold fast to the values set forth. - Charter Learning Center Vision Statement*

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#### **ELEMENT Q: OTHER CHARTER ELEMENTS**

**Space:** The primary learning space for the SCCLC will be the existing San Carlos School District facilities at the Tierra Linda Campus. The amount of space provided by the San Carlos School District to the CLC will be consistent by grade level with the space provided to the district's other schools. This space will be provided without a rent charge. The SCCLC envisions the community as the classroom for the Charter School. To the extent that the community serves as learning space, the SCCLC will demonstrate the same

level of responsibility for the health and safety of its learners as it would for learners being taken on a field trip.

**Reporting:** The CLC will provide to the San Carlos School District a written annual accountability and student performance report. The format for this report will be mutually agreed upon between the two parties. This information will be provided to the district for the purpose of sharing this information with the SCSB, the community, and the general public. In addition, the CLC Governance Council, or its representative, will make annual reports to the San Carlos School District Board of Education in response to a written request. These will take place at Regular Meetings of the board. The agenda topics will be developed by the Superintendent of the San Carlos School District and the Governance Council and shall include an annual report of the measures for success outlined in the Charter.

**Interpreting the Charter:** All terms of this charter that can be interpreted as within the intent of the California Education Code shall be interpreted in such a manner.

**Terms of the Charter:** The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect unless mutually agreed otherwise by the SCCLC and the San Carlos School District. The San Carlos School District and the SCCLC agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

## **Revoking the Charter**

*Prior to revocation, the authority that granted the charter shall notify the charter public school of any violation of this section and give the school a reasonable opportunity to cure the violation, unless the authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.*

*A charter may be revoked by the authority that granted the charter under this chapter if the authority finds that the charter school did any of the following: (1) committed a material violation of any of the conditions, standards, or procedures set forth in the charter (2) failed to meet or pursue any of the pupil outcomes identified in the charter (3) failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement (4) violated any provision of law*

*- California Education Code Section 47607(c)(1)-(4) and 47607(d)*

A charter may be revoked by the authority that granted the charter under this chapter if the authority finds that the charter school did any of the following: (1) committed a material violation of any of the conditions, standards, or procedures set forth in the charter (2) failed to meet or pursue any of the pupil outcomes identified in the charter (3) failed to

meet generally accepted accounting principles, or engaged in fiscal mismanagement (4) violated any provision of law

The San Carlos School District and SCCLC agree to act in good faith to notify the SCCLC in writing of any violation that may result in the revocation of the charter and, if the violation does not constitute a severe and imminent threat to the health or safety of the learners, to provide a reasonable opportunity to cure such a violation. In such a situation, the San Carlos School District and the SCCLC shall follow the laws and procedures in the California Education Code.

*The gifts the Charter legislation granted and our community accepted are freedom and opportunity - freedom from the California code of education and opportunity to create a school under local control and designed to meet local needs. It is an opportunity to quickly and straightforwardly implement what the local citizens believe to be the best ideas, both new and old, about how to educate children. - Charter Learning Center Vision Statement*

*The Charter considers the community to be its classroom. When learning takes place in the world beyond the classroom, the learners understand their connection to that world and their responsibilities as productive citizens. We share a commitment to develop in all learners a sense of responsibility towards the health of our planet and our cities. Learners will realize they can influence and improve the quality of their total environment. - Charter Learning Center Vision Statement*

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