
CREEKSIDE COOPERATIVE CHARTER SCHOOL

A CALIFORNIA PUBLIC CHARTER SCHOOL

RESPECTFULLY SUBMITTED TO NEWCASTLE ELEMENTARY SCHOOL DISTRICT
APRIL 29, 2009

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PETITION FOR THE ESTABLISHMENT OF
CREEKSIDE COOPERATIVE CHARTER SCHOOL
A CALIFORNIA CHARTER SCHOOL

We, the undersigned believe that the attached Charter merits consideration and hereby petition the Board of the Newcastle Elementary School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of a dependant charter school known as Creekside Cooperative Charter School, pursuant to the terms of The Charter Schools Act of 1992. Creekside Cooperative intends to staff four Education Specialists for the 2009-2010 school year. The petitioners listed below certify that they are Education Specialists who are meaningfully interested in teaching in the Charter School and/or parents who are meaningfully interested in enrolling their students in Creekside Cooperative Charter School for the 2009-2010 school year.

BY THE LEAD PETITIONER:

/s/
Camille Taylor, Director/Lead Petitioner

Date

The petitioners, comprised of Education Specialists who are meaningfully interested in teaching at the Creekside Cooperative Charter School and/or parents who are meaningfully interested in enrolling their children at Creekside Cooperative Charter School, authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Newcastle Elementary School District/District Office this 27th day of April 2009.

BY THE PETITIONERS:

/s/
Melinda Adams, Education Specialist

/s/
Anne Chippendale, Education Specialist

/s/
Gillian Willow, Education Specialist/Council Member

/s/
Dawn Baehr, Parent/Charter Council Member

/s/
Don Edelstein, Parent/Charter Council Member

/s/
Rhonda Kreidler, Parent/Charter Council Member

/s/
Lynda Walsh, Parent/Charter Council Member

CHARTER SCHOOL INTENT

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

- ◆ Improve pupil learning
- ◆ Increase learning opportunities for all pupils, including personalized learning experiences for pupils who are identified as academically low achieving
- ◆ Encourage the use of different and innovative teaching methods
- ◆ Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- ◆ Provide parents and pupils with expanded choice in the types of educational opportunities that are available within the public system
- ◆ Hold the schools established under this part accountable for meeting measurable pupils outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems
- ◆ Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

As detailed in this Charter, Creekside Cooperative Charter School will make important contributions to the legislative goals outlined above. By granting this Charter, Newcastle Elementary School District will help fulfill the intent of the Charter Schools Act while providing the students with an additional quality public school educational option.

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

LEGAL AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Camille Taylor, hereby certify that the information submitted in this application for a charter for the creating of a California public charter school to be named Creekside Cooperative Charter School and to be located in Tahoe City, California, is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School:

- ◆ Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code 60605 and 60851, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools [Ref. Education Code Section 47605(c)(i)]
- ◆ Shall be non-sectarian in its program, admissions policies, employment practices and all other operations. Shall adhere to applicable state and federal employment laws [Ref. Education Code 47605(d)(1)]
- ◆ Shall not charge tuition [Ref. 47605(d)(1)]
- ◆ Shall admit all students who wish to attend the Creekside Cooperative Charter School. Admission to the Charter School shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian. However, if the number of students who wish to attend the charter school exceeds the School's capacity in any given grade, attendance except for existing students of the school, shall be determined by a public random drawing. If a drawing is necessary, preference will be given to students currently attending the Charter School and as approved within this charter in accordance with 47605(d)(2)(b) and 47605.3. [Ref. Education Code 47605(d)(2)(A)-(B)]
- ◆ Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. Education Code 47605(d)(1)]
- ◆ Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004
- ◆ Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations 11967.5.1(f)(5)(c)]
- ◆ Shall ensure that Education Specialists in the Charter School hold a certificate from the California Commission on Teacher Credentialing, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code 47605(l)]
- ◆ Shall at all times maintain all necessary and appropriate insurance coverage
- ◆ Shall, for each fiscal year, offer at minimum, the work compliant with independent Study [Ref. Education Code 51745-51749.3]
- ◆ If a pupil leaves the Creekside Cooperative Charter School without graduating or completing the school year for any reason, Creekside Cooperative Charter School shall notify the superintendent of the school

district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code 47605(d)(3)]

- ◆ Will follow any and all other federal, state and local laws and regulations that apply to the Creekside Cooperative Charter School including but not limited to:
 - Creekside Cooperative Charter School shall maintain accurate and contemporaneous written records that document all pupils' attendance and make these records available for audit and inspection
 - Creekside Cooperative Charter School shall comply with any jurisdictional limitations to the locations of its facilities
 - Creekside Cooperative Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment
 - Creekside Cooperative Charter School shall comply with all applicable portions of the No Child Left Behind Act
 - The Creekside Cooperative Charter Council shall comply with the Brown Act and the Public Records Act
 - Creekside Cooperative Charter School shall comply with the Family Educational Rights and Privacy Act (FERPA)
 - Creekside Cooperative Charter School shall meet or exceed the legally required minimum of school days

/s/
Camille Taylor, Lead Petitioner

27 April 2009

CHARTER DOCUMENT

OVERVIEW

Location	Tahoe City West Shore of Lake Tahoe Placer County, California
Educational Focus	Creekside Cooperative Charter School will offer curriculum aligned with the California Standards, supporting students in achieving their maximum potential while concurrently developing a strong sense of civic and environmental stewardship
Students Served	Students residing Placer, Nevada, El Dorado Counties in Grades Kindergarten through 8
Flexible Instruction	All students will be provided with curriculum that meets the California Standards for their grade level with an experiential and interest driven focus in a hybrid model, combining classroom instruction with experiential enrichment opportunities and independent study, within the parameters of SB 740 for Independent Study Charter Schools
Mission of School	Creekside Cooperative Charter School is committed to nurturing the whole student by cultivating high academic achievement and strong social development. Our dynamic, personalized learning program emphasizes experiential instruction, social and environmental consciousness, and an awareness of each student’s unique potential. Students are empowered to become positive contributors to society through partnerships with Education Specialists, parents, peers and within the community while maintaining high academic achievement .
Schools like Creekside Cooperative Charter School	The Creekside Cooperative Charter School model will be similar to Forest Charter School, a WASC accredited personalized learning charter school located in Nevada County, which educates the individual student through personalizing education, nurturing the development of high achievement with strong social and environmental consciousness
For more information	Email: camille@creeksidepto.org Telephone: 530/581-1036

Table 1. Overview of Creekside Cooperative Charter School

INTRODUCTION

Creekside Cooperative currently operates as a K-5 learning center of Forest Charter School, serving up to 60 students within three multi-grade classrooms. The Education Specialists and families of Creekside Cooperative seek to operate as a charter school within the Newcastle Elementary School District.

The need to offer additional high-quality educational choices is vitally important in the Tahoe Basin. Tahoe Truckee Unified School District (“TTUSD”), the district of residence for the region, is entering its fifth year in program improvements status. As a result, the need to open a charter school in the Tahoe community has become imperative. The ability of Creekside Cooperative to offer a variety of unique and personalized services to its students within a framework of high academic standards will ensure that the school is locally supported. Creekside Cooperative Charter School will be a voluntary public educational choice for parents with students in grades K-8 who choose to have their children educated in an alternative learning environment. Creekside Cooperative Charter School will provide high quality educational instruction and guidance, curricular support and selected resource materials to ensure that students progress toward achievement of the school-wide and student-level outcomes as laid out in this charter document. Creekside Cooperative Charter School will improve educational opportunities for students and families in the Tahoe-Truckee area by providing a school that is:

- ◆ Independent Study hybrid model offering core classroom instruction combined with an innovative enrichment program
- ◆ Open to all families/students committed to our mission/educational vision, without tuition or academic entrance requirements
- ◆ Offering a rigorous academic curriculum to all its students
- ◆ Committed to maintaining high expectations for both academic and personal performance
- ◆ A small and supportive school environment
- ◆ Operating in partnership with parents

In accordance with the California Charter Schools Act of 1992, as amended (the “Charter Schools Act”), the Creekside Cooperative Development Council members and education specialists of Creekside Cooperative hereby petition the Newcastle Elementary School District to grant this charter petition for Creekside Cooperative Charter School for two years from the date of the school first serving students (the “Charter”). This two-year term will enable Creekside Cooperative Charter School to be eligible for Start-Up Grant opportunities offered by state and federal agencies.

CREEKSIDE COOPERATIVE CHARTER SCHOOL CHARTER COUNCIL

There are currently five voting members of the Creekside Cooperative Charter Council with experience and strong record in education and business management. The outstanding academic success, strong and stable management, five successive years of unqualified audits, and healthy fiscal reserves exemplified by Forest Charter School are reflective of the type of leadership that will guide the implementation and operation of Creekside Cooperative Charter School.

NAME	BACKGROUND
Dawn Baehr	Business Owner, Founding parent of Creekside Cooperative students
Don Edelstein	Business Manager, parent of Creekside Cooperative student
Rhonda Kreidler	Business Owner, Founding parent of Creekside Cooperative students, Youth Program Director, TCPUD-Recreation Department
Lynda Walsh	Business Owner, Founding parent of Creekside Cooperative students
Gillian Willow	Founding Education Specialist of Creekside Cooperative
Marilyn Gilbert (not a voting Council member)	Superintendent/Principal of Bowman Charter District (retired)
Camille Taylor Lead Petitioner/Director (not a voting Council member)	Founding parent of Creekside Cooperative student, Founding Administrator/Education Specialist, Creekside Cooperative Member, Forest Charter School Governing Council 05-08 CEO, FCS Educational Foundation 08-09

Table 2. Creekside Cooperative Charter Council Members and Director

CHARTER SCHOOL POLICY AND OPERATIONS SUPPORT

Creekside Cooperative Charter School will benefit from the leadership provided by its Charter Council, its experience operating as a learning center of Forest Charter School, the leadership of the Newcastle Elementary School District Board and Superintendent, and statewide organizations representing charter schools including the California Charter Schools Association (CCSA), of which Creekside Cooperative Charter School is a member, and from support provided by its qualified administrative and support staff.

The Creekside Cooperative Charter Council and administrative and faculty team, combined with the aforementioned professional groups, have the skills and expertise in education, management and finance needed for the successful development and operation of Creekside Cooperative Charter School as an excellent complement to the educational efforts at Newcastle Elementary School District.

MISSION STATEMENT AND EDUCATIONAL PHILOSOPHY

Creekside Cooperative Charter School is committed to nurturing the whole student by cultivating high academic achievement and strong social development. By encouraging students to discover and pursue their interests, talents, and passions, Creekside Cooperative Charter School and its community partners enable students to become self-motivated, competent, and lifelong learners and active contributors to the community, while pursuing academic excellence. Our dynamic, collaborative learning model emphasizes experiential instruction, social and environmental consciousness, and an awareness of each student's unique potential. Students are empowered to become positive contributors to society through partnerships with education specialists, parents, peers and within the community.

VISION

The educational vision of Creekside Cooperative Charter School rests in the belief that partnerships build communities. Founded on the teacher/student/parent partnership, we have built a cooperative community, celebrating the unique contributions of each individual and promoting cognitive, imaginative, physical, emotional, social and creative development of all students. Our pledge is to provide high quality educational services intended to enhance the joy of learning for all and to inspire a commitment to lifelong learning.

Through personalizing the educational experience of each child, we seek to enable students to make relevant connections between the curriculum and the world around them. Environmental stewardship and service learning are woven into the fabric of our curriculum in order to promote a strong social ethic in our student population. Multi-grade classrooms and strong mentoring programs further develop a sense of community, encouraging all members of the school to work together to promote the success of each learner. Enrichment classes organized through parent-teacher

partnerships, take students further outside the classroom and into their community and environment, exchanging ideas, sharing discoveries and making connections with peers in other educational programs, locally and globally.

Our staff members are highly skilled, life long learners and are supported in their endeavors to refine their craft. A team leadership approach encourages strong professional ethics, monitors progress toward achieving our goals and ensures that we are effectively utilizing available financial and human resources to maximize student performance.

TARGETED SCHOOL POPULATION

Located in the rural mountain community of the Tahoe Basin, Creekside Cooperative Charter School surrounds students with the resources best suited for their individual academic needs. Creekside Cooperative Charter School will accept all students in the grades it serves who have completed the requisite paperwork, including but not limited to the Student Master Agreement, allowing individuals a unique, focused learning experience. Independent study students of Creekside Cooperative Charter School will be those who seek an alternative to traditional site-based education, flexibility in scheduling and personalization in educational offerings, and will reflect the diversity of the Truckee-Tahoe region, Placer, Nevada and El Dorado Counties, and the State of California.

ELEMENT ONE: DESCRIPTION OF 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))

REPLICATION OF SUCCESSFUL PROGRAM

Creekside Cooperative Charter School maintains a clear vision of educating all students as they come to the school by improving their learning skills, academic knowledge, and civic and environmental awareness. This notion was successfully implemented by Forest Charter School located in Nevada City, California, and serving students in Nevada, Placer, Yuba and Sierra Counties. Creekside Cooperative Charter School has formed its model after Forest Charter School with highly qualified certificated education specialists and has successfully developed and operated as a satellite learning center of Forest Charter School for four years. Applying the practices and structures of Forest Charter School within the nuances of the local Tahoe-Truckee Community, building specific programs around the students, engaging them in meaningful educational experiences in the classroom and in the community, Creekside Cooperative Charter

School provides students with access to academic growth through core academic classes, familial involvement for a positive school environment at home, and enrichment programs specific to the community and environment of Lake Tahoe.

AN EDUCATED PERSON IN THE 21ST CENTURY

An educated person in the 21st century will have a combination of academic knowledge, life skills of practical application, and a strong sense of civic and environmental stewardship for their local and global communities. In order to be considered an educated person in the 21st century, students must have:

- ◆ The curiosity and drive to sustain life long learning
- ◆ The ability to read, write, speak and problem solve with clarity and precision
- ◆ The ability to identify and use resources around them, including digital technology and communication tools
- ◆ The ability to think critically
- ◆ The ability to work well in both individual and collaborative settings
- ◆ The self-confidence to celebrate his or her strengths, set goals and succeed

HOW LEARNING BEST OCCURS

Creekside Cooperative Charter School believes learning best occurs when a variety of modes and methods of instruction are implemented, holding all students to high academic and behavioral standards. Through California adopted standards, inquiry-based and experiential core curriculum, students are received at their current level and nurtured through mastery of concepts and skills. Parents enroll their students at Creekside Cooperative Charter School for its foundational beliefs that learning best occurs when:

- ◆ Each student's diverse learning styles, backgrounds, and needs are considered in the curriculum selection and instruction process.
- ◆ Students experience tasks that challenge them and require perseverance, fitness, craftsmanship, imagination, self-discipline, and achievement.
- ◆ Students are actively engaged in learning experiences that are integrated across curriculum areas and are meaningful within the context of their present and future lives.
- ◆ Students are engaged in real-life studies, exposed to experts and work on authentic projects.
- ◆ Learning opportunities provide information to ponder, experiment with, and time to assimilate.

- ◆ Learning opportunities include a variety of environments including classroom, outdoor, home, and in the community.
- ◆ Classroom management practices align with the Positive Discipline tenant “no pain, no shame, no blame”, fostering kindness and respect for all while holding each student to a high standard of integrity and ethics.

BENEFITS OF INDEPENDENT STUDY

Creekside Cooperative Charter School supports the fluidity and adaptability of an independent study program to personalize the elementary educational experience and meet the individual needs of each student. The flexibility of independent study programs enables students to seek additional educational and enrichment opportunities outside the classroom. Students can take advantage of community based opportunities such as visual and performing arts performances, sports competition, experiencing different cultures through travel, and other activities based upon the interests of the students as supported by their families.

CREEKSIDE COOPERATIVE CHARTER PROGRAM OVERVIEW

Creekside Cooperative Charter School is a Cooperative Learning model, blending independent study, personalized classrooms and community-based public educational experiences in a manner that is tailored to the needs and interests of each individual contributing student. Cooperative Learning is an approach to public education that honors and recognizes the unique gifts, skills, passions, and attributes of each community member, and brings those resources and passions to the forefront of the students’ educational experience. Cooperative Learning is dedicated to developing individualized learning partnerships for each child. The intent is to engage each child in the learning process making it productive, relevant and meaningful. The goal is to optimize the student’s learning potential and success. The key attributes that comprise the Cooperative Learning model are based upon a solid foundation of the latest educational research findings as to how students learn most successfully. These attributes include the following:

- ◆ A strong emphasis on parental involvement in the core classroom as well as through the parent driven Creekside Enrichment Program
- ◆ Smaller class sizes
- ◆ Attention to differences in learning styles
- ◆ Student-driven participation in developing the learning process
- ◆ Shared learning experiences with local, national and global communities
- ◆ Teacher and parent development programs

Creekside Cooperative Charter School is a school that offers the following educational program, overseen by highly qualified California credentialed education specialists:

- ◆ Hybrid Model – 79% core classroom instruction, taking place Monday through Thursday provides the scaffolding and support students need while 21% independent study, including enrichment class options on Fridays, providing flexibility and experience necessary to teach the whole child
- ◆ Cooperative classes – multi-grade classroom instruction provides opportunity for collaborative learning experiences and student mentoring to reinforce academic and social development
- ◆ Small group instruction – small class sizes foster the collaborative and personalized learning aspect of our program
- ◆ Field studies and service learning – partnerships with Sierra Watershed Education Partnerships, Arts for the Schools, Stone Soup, AmeriCorp and other community organizations bring students’ emerging knowledge and skills into the community
- ◆ Enrichment programs – partnership with our parent organization and volunteers enhance our program with enrichment opportunities for the students including monthly family field trips, classes in art, yoga, music, computer technology, alpine and downhill skiing, drama.
- ◆ Inter-school shared experiences – by reaching out to community and global classrooms, students are able to share their knowledge, ideas and perspectives with peers outside their classroom communities

During Creekside Cooperative Charter School’s four-year operation as a learning center of Forest Charter School, it has established a unique partnership with the Creekside Enrichment Program, an independent study option available to students of Creekside Cooperative Charter School, organized, funded and lead by Creekside PTO, Inc., a public benefit corporation, established to support Creekside’s education philosophy and mission through enrichment programs, community partnerships and parent volunteering. The Creekside Enrichment Program offers independent study enrichment classes to students in subjects ranging from yoga, gardening, environmental science, music, art, drama, foreign language, Alpine and Nordic skiing, family field trips, Destination Imagination and other enriching experiences intended to take Creekside students out into their community and environment in order to nurture enriched development of the entire student.

By encouraging students to discover and pursue their interests, talents, and passions, Creekside Cooperative Charter School and its community partners enable students to become self-motivated, competent, and lifelong learners and active contributors to the community, while pursuing academic excellence.

A typical 20-day learning record period in the life of a Creekside student might include the following schedule of core instruction Monday-Thursday, with optional enrichment activities during independent study Fridays (note Kindergarteners are dismissed at 1:00):

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Core classroom instruction 9:00-3:00	Core classroom instruction 9:00-3:00	Core classroom instruction 9:00-3:00	Core classroom instruction 9:00-3:00	Independent Study: Friday Family Field Trip
Core classroom instruction 9:00-3:00	Core classroom instruction 9:00-3:00	Core classroom instruction 9:00-3:00	Core classroom instruction 9:00-3:00	Independent Study: Enrichment Workshops 9:00-3:00
Core classroom instruction 9:00-3:00	Core classroom instruction 9:00-3:00	Core classroom instruction 9:00-3:00	Core classroom instruction 9:00-3:00	Independent study: Enrichment Workshops 9:00-3:00
Core classroom instruction 9:00-3:00	Core classroom instruction 9:00-3:00	Core classroom instruction 9:00-3:00	Core classroom instruction 9:00-3:00	Independent Study: Enrichment Workshops 9:00-3:00

Table 3. Typical 20-day Learning Record Period

Creekside students arrive on core instruction days at 8:50 with classroom instruction beginning at 9:00 am. Education specialists at Creekside Cooperative Charter School take every opportunity to find “teachable moments.” Meals and recesses are no exception. At 10:15 am, all students break for a 30-minute morning snack and recess, eating and playing together to build social skills and physical development. Classes resume at 10:45 am until the mid-day break at 12:15 pm. Again, students eat and play together and at 1:00 pm the Kindergarteners are dismissed for the day and remaining students return to their classrooms for instruction until they are dismissed at 3:00 pm.

In the multi-grade classrooms, student seating, activities and assignments reflect a collaborative approach, integrating direct instruction with inquiry-based, experiential learning. Education specialists support individual learning styles and levels through one-on-one and small group instruction, personalized projects and activities and regular assessment.

CURRICULUM MODEL

The Creekside Cooperative Charter School curriculum model is designed to nurture optimal learning through a California state standards-based, inquiry and experiential core curriculum, on a cooperative learning level, utilizing the collaborative education resources of education specialists, students, parents and community members. The program’s structure begins with the Student Master Agreement (Appendix 2), which outlines the personalization, expectations and responsibilities of each arm of the teacher/parent/student team. Student progress is documented throughout the year via the Student Learning and Attendance Report (Appendix 3) and Student Portfolios. The school year is divided into two semesters, each having five learning record periods. The teacher/parent/student team is responsible for completing the Student Learning and Attendance Reports for each learning record period and Student Portfolios for each

semester, as specified in the student's Master Agreement, constituting a record of the student's attendance.

Due to the unique nature of our program, Creekside Cooperative Charter School fosters strong communication and seeks to educate its parents and students on the rigorous expectations and responsibilities of its participants. To that end, each parent/guardian attends orientations, learning record conferences and is provided with a Parent/Student Handbook.

California State Standards-Based Core Curriculum: A high quality curriculum based on California Content Standards is used for all students. Highly qualified education specialists use their extensive professional knowledge to appropriately adapt curriculum materials to be accessible to all students and allow them to meet or exceed the state standards. Education specialists use a variety of tools to analyze and design curriculum focus and emphasis. Intervention materials are research-based proven strategies and materials.

Social and Study Skills Development: Students at Creekside Cooperative Charter School develop social and study skills along with their academic skills such as selecting, developing, completing, self-assessment and presentation of projects within the classroom and in service learning activities. Interpersonal skills will be developed through collaborative learning opportunities, physical education and enrichment programs and within the core classroom instruction environment.

Enrichment Program: Enhancement of the California content standards is provided for Creekside students through the Creekside Enrichment Program, established, funded and organized by the Creekside PTO, Inc., a public benefit corporation. The optional classes provided within the Enrichment Program enhance students' educational experiences in the areas of visual and performing arts, physical education, technology, environmental stewardship, civics and other relevant areas. Alpine skiing in partnership with Homewood Mountain Resort, Nordic skiing through Tahoe City XC, service learning projects with Sierra Watershed Education Partners, teamwork activities through Destination Imagination, improvisation and drama with Get In the Act, and various field trips and assemblies through Arts for the Schools are examples of immediate and extended community interactions currently in place. All parent and community volunteers and vendors undergo LiveScan fingerprinting to ensure the safety of Creekside students.

A typical fifth grade Enrichment Friday schedule might look like the following:

TIME	CLASS
9:00-9:45	Yoga with Miss Nichole
9:45-10:30	Music with Mr. Adam
10:30-11:00	Morning Break
11:00-11:45	Gardening & Nutrition with Miss Rhonda
11:45-12:30	Computers with Mr. Derek
12:30-1:15	Lunch Break
1:15-2:00	Environmental Science with SWEP
2:00-2:45	Art with Miss Liz
2:45-3:00	School Clean-Up

Table 4. Sample Enrichment Friday Schedule

Core Curriculum and Implementation

The Language Arts Core Curriculum prepares students to meet the California State Standards demands. The curriculum includes Houghton Mifflin, Words Their Way, Handwriting Without Tears and ZooPhonics. This curriculum, combined with a literary rich environment, assists students to read, write and interpret literature in preparation for the demands of high school and beyond. Students in each grade level will complete periodic embedded standards based benchmark examinations to determine proficiency and target areas.

The Math Core Curriculum relies on benchmark examinations sources from the California State Standards and focusing on individual standards and global application of the standards. All students will be assessed through such software as Scantron Performance Series, Datawise, or other assessment resource to measure standards mastered by each student. The program incorporates Harcourt, Saxon, McGraw Hill and Math Their Way elementary curriculum along with various online mathematic study supplement resources. Students will have access to a variety of student-centered activities agreed upon by the student, highly qualified education specialist and the parent. The standards-based assignments allow students to focus on a combination of interest and ability levels, ensuring that the work promotes proficiency in the core subject area.

The Science Core Curriculum spans Kindergarten through Grade 8, with students having access to a variety of science programs, including Delta-Foss Science, and Harcourt Science. Science instruction is experientially driven includes environmental science with the Sierra Watershed Education Partnerships of Tahoe City, California, winter and snow safety workshops through the Tahoe Search and Rescue Team, and ecological studies of the wetlands and lake through U.C. Davis. Students will have access to a variety of experiential science activities in earth science, life science, chemistry, space and weather science, and physical science. Students in each grade level will complete periodic embedded assessments to determine proficiency and target areas.

The Social Studies/History Core Curriculum is also experiential in nature and includes online, video and print curriculum sources such as Pearson-Scott Foresman Bill Nye, McGraw-Hill, Harcourt and Prentice Hall, focusing on the California State Standards. Students engage in interaction, small group and whole group activities, and in-depth projects which bring personal relevance, engagement with and meaning to the curriculum.

Foreign Language focuses on Spanish for students, who will engage in conversational elements and be supported through classroom instruction supplemented with online programs to maximize technology as a venue for learning. Students will become proficient in Spanish as a tool to engage the global community, allowing students exposure to cultures other than their own, and in some cases, augmenting their current understanding of the language. Students will meet in small groups with the instructor to learn the in-depth fundamentals of the language and culture, including history, cultural practices, visual arts, and idioms. Online lab opportunities via the internet will be made available to students at school and at home.

Fine Arts will be an avenue for students to engage art in a variety of mediums, coupling the application of art with practical and historical perspectives. Students will engage in fine arts activities integrated as a complement to core curriculum instruction and will also participate in fine arts independent study and enrichment activities through the Creekside Enrichment Program. Through this partnership, students participate in small classes and local and global competitions, with access to music, art and drama instruction, and attend professional performances in a variety of venues to develop an appreciation for the arts.

Physical Education instruction is guided according to The President's Challenge, incorporating elements into on site instruction, Creekside Enrichment Program classes and students' personal endeavors. Students in grades 5 and 7 will complete the physical fitness assessment through the State of California in the spring of each year. Through the partnership with Creekside Enrichment Program, students are able to participate in small group classes spanning various PE disciplines, nutrition and health. The school and Creekside Enrichment Program use elements outlined in the California standards for physical education to instill a positive self-image to the students with an internal motivation for fitness and a healthy lifestyle. Additionally, a partnership with the Tahoe City PUD Recreation Department is in development to share physical education interns for the purpose of additional student instruction in sports.

The Creekside Enrichment Program

The Creekside Enrichment Program firmly subscribes to the practice of building community and educational partnerships. It welcomes participation from Newcastle Elementary School and Newcastle Charter School in further developing its Enrichment Program by extending its experiential classes to the Newcastle Elementary School District's student body. Such a partnership would allow students at all Newcastle District locations to expand their perspective, learn and grow through mutual sharing

and discovery, and establish connections and relationships beyond their respective neighborhoods.

Inspiration with Technology

Computers will be used to provide access to information, a means of organizing and storing information, and to give students the tools to produce and publish their works. Technology resources and tools are integrated into selected core curriculum and inquiry based projects. Students develop their technology skills with the help of their peers, parents and community volunteers, teachers and technology staff.

Identity Building

Underlying and utilized throughout each of the subject areas will be other life long learning skills such as study skills, planning, initiating and completing a project, and the ability to evaluate one's own learning. The planning and implementing of community service and the ability to work effectively with cooperative groups demonstrate citizenship and leadership. Interpersonal skills are developed with activities from such curricula as TRIBES as well as classroom experiences, the physical education program, inter-school partnerships and community involvement.

SPECIAL NEEDS

It is the full intention of Creekside Cooperative Charter School to serve the academic needs of all its students. The goal of Creekside Cooperative Charter School is to have one hundred percent of its student body performing at or above proficiency, as measured by CSTs and other multiple measures. Therefore, establishing an effective intervention system is a critical component of a sound educational program.

Academically Low Achieving: All students will have access to the standards based state adopted curriculum along with the support services throughout the school. Students at academic risk will be identified, targeted for additional resources, and tracked for progress through the use of the RTI process. The core of these indicators will include, school benchmarks, CST results, CELDT, publisher tests, software assessments such as Scantron Performance Series, Datawise, DIBELS, and content area exams, among others.

Students requiring further modifications other than additional instruction and re-teaching will trigger the Student Study Team (SST) process in order ensure a systematic, problem-solving approach to assist students with concerns that are interfering with success. Many students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues or language issues. After implementation of an SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education for Section 504 assessment might be deemed necessary by the SST. Students participating in an SST plan undergo regular

assessment and are supported through the process of entering their grade's mainstream activities in a personalized manner.

Current Creekside Cooperative Charter School student intervention services include small group classroom-based instruction, additional instruction from specialists (e.g., speech or RSP resources) instructional assistants and cross age tutoring, targeted to the individual student's identified needs

Creekside Cooperative Charter School recognizes the importance of the home/school connection in implementing academic interventions. It is Creekside Cooperative Charter School's goal that families understand benchmarks for the identified at-risk student as well as the due process before a student is considered for retention. Retention policies and procedures will be aligned with those of the Newcastle Elementary School District.

Academically High Achieving: Differentiated instruction creates opportunities for all students to be engaged at their ability level. Education specialists use projects, cooperative grouping, and individual contracts to continually meet the academically high achiever's needs. Creekside Cooperative Charter School will utilize the teacher/student/ parent/community team to seek opportunities within the school as well as in the greater community to further meet these needs (e.g., Creekside Enrichment Program and local and regional academic competitions such as Destination Imagination).

English Language Learners: Creekside Cooperative Charter School will be committed to all students, including English Language Learners (ELL) and will meet all applicable legal requirements for ELL as it pertains to annual notification to parents, student identification, placement program options, ELL and core content instruction, teacher qualifications, and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Before commencement of the 2009-2010 school year, Creekside Cooperative Charter School will work with Newcastle Elementary School District to design policies and procedures to assure proper placement, evaluation, and communication regarding the rights of ELL students and parents.

Home Language Survey: Creekside Cooperative Charter School will administer the home language survey at the student's initial enrollment.

California English Language Development Test (CELDT) Testing: All students who indicate that their home language is other than English will be CELDT tested within thirty days of the initial enrollment, if entering a California public school for the first time, or never having taken a CELDT test for another reason, and at least annually thereafter between July 1 and October 31 until re-designation as fluent English proficient. Creekside Cooperative Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT will be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Strategies for ELL Instruction and Intervention: All Creekside Cooperative Charter School education specialists are highly qualified and CLAD certified. As such, the collaborative learning model they use places emphasis on differentiated instruction, meeting the needs of the ELL population based on academic language readiness. Through a professional development plan that accompanies the collaborative learning model, education specialists will be trained on a variety of instructional strategies to be used specifically with ELL students, including SDAIE, support materials from state adopted materials, scaffolding and individualized student support. The cooperative learning model also offers students at the school the opportunity to learn and teach strategies regarding the curriculum to each other. This powerful tool enables students the opportunity to increase their academic skills in a safe environment, while also building learning skills. Beyond that, the ELL students are provided with supplementary materials to create extensions and scaffolding to the curriculum for better understanding of the materials.

Special Education: Creekside Cooperative Charter School will comply with all applicable provisions of the Individuals with Disabilities Act (IDEA) and other federal laws concerning children with disabilities. Creekside Cooperative Charter School is committed to working with Newcastle Elementary School District to ensure that each student’s special education needs are being met as outlined in a student’s individualized education program (IEP), and in accordance with applicable laws. Creekside Cooperative Charter School intends to pursue a memorandum of understanding with Newcastle Elementary School District and the district of residence, Tahoe Truckee Unified School District (“TTUSD”), to address SELPA services for qualifying Creekside Cooperative Charter School students who reside in the TTUSD region. Creekside Cooperative Charter School will work through the Newcastle Elementary School District staff to provide special education services to pupils and to identify and refer students as needed. The MOU will define the responsibilities for provisions of special education services and the manner in which special education funding will flow to the students of Creekside Cooperative Charter School, following the language and intent of Education Code Section 47646 and 20 U.S. C. 1413.

SDAIE STRATEGIES

Use of visuals and manipulatives	Repetition
Activating prior knowledge	Limited use of idioms
Focus on meaning	Limited use of teacher-centered lectures
Cooperative learning	Use of media
Graphic organizers	Multicultural Activities
Gestures and facial responses	Total Physical Response (TPR)

Section 504 of the Rehabilitation Act: Creekside Cooperative Charter School will work with Newcastle Elementary School District to comply with Section 504 and the ADA. All facilities of the school will be accessible for all students with disabilities in accordance with the ADA. Creekside Cooperative Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability that substantially limits a major life activity such as learning, is eligible for accommodation by Creekside Cooperative Charter School and shall be accommodated in accord with the policies and procedures of the Newcastle Elementary School District.

Services for Students Under the IDEA: Creekside Cooperative Charter School is committed to high levels of academic success for all students, including students with disabilities, and will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504) the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEA). Creekside Cooperative Charter School will follow the District and Placer County SELPA policies and procedures and will use Placer County SEPLA forms in seeking out, identifying and serving students who may qualify for special education programs and services, for responding to record requests and maintaining confidentiality of pupil records. Creekside Cooperative Charter School shall work with Newcastle Elementary School District to remain in compliance with the IDEA, Section 504, and the ADA. The facilities to be utilized by Creekside Cooperative Charter School shall be accessible for all students with disabilities.

ELEMENT TWO: MEASURABLE STUDENT OUTCOMES

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. (California Education Code Section 47605(b)(5)(B))

Creekside Cooperative Charter School outcomes are aligned with the mission, curriculum and assessment of the school and are designed to help all students achieve a high level of academic success appropriate to grade level and proficiency, and become contributing citizens within their respective neighborhood and global communities. Objectively, students attending Creekside Cooperative Charter School will demonstrate proficiency in core academic, organizational and learning skills which are appropriate to age and grade level mastery and which have been developed to align with the California State Content Standards for: Language Arts, Math, Social Science and Science.

Creekside Cooperative Charter School will meet all statewide standards and conduct all required state mandated student assessments as required by the charter school legislation. This includes STAR, CEDLT and any other requirements of NCLB. Classroom teachers also measure progress in the traditional manner, including quizzes, essays, projects, performances, portfolios, exhibitions, tests, benchmark assessments and exams. Progress will be discussed on a regular basis with parents and students. Datawise will be used as the database for storing and retrieving the immediate as well as longitudinal data.

GOAL 1 - PROFICIENCY IN ENGLISH/LANGUAGE ARTS

Students progress towards grade level state content standards K-8, the measures of which are set forth in Element Three, below. Students will demonstrate their ability to communicate effectively through reading, writing, listening, speaking and presentation using multiple forms of expression (i.e., written, oral, and multimedia). Communication skills will be appropriate to the setting and audience. Students will read and interpret information from a variety of sources to gain useful and applicable knowledge as measured by CST and education specialist assessments.

GOAL 2 - PROFICIENCY IN MATHEMATICS

Students will progress towards grade level state content standards K-8, the measures of which are set forth in Element Three, below, demonstrating their ability to reason logically, calculate and solve problems with clarity and precision by applying mathematical principles and operations, as measured by CST and teacher assessments. Skill areas will include those within arithmetic, algebra, geometry, personal finance, and/or other mathematical subjects and will be aligned with the state content standards.

GOAL 3 - PROFICIENCY IN HISTORY-SOCIAL SCIENCE

Students progress towards grade level state content standards K-8, the measures of which are set forth in Element Three, below. Students skills, measured by CST and teacher assessments, will include an understanding of civic, historical and geographical knowledge and how it relates to their roles as meaningful citizens in the global community by:

- ◆ Identifying relationships between past and present events, situations, diverse peoples, governments, finances and world politics.
- ◆ Drawing conclusions about the future using evidence from the past.
- ◆ Applying physical and cultural geography to his/her understanding of diverse societies.

- ◆ Identifying the founding principles, structures, operations, and relationships of the government of the United States.
- ◆ Teacher observation

GOAL 4 - PROFICIENCY IN SCIENCE

Students will progress toward grade level content standards K-8. Students will utilize scientific research and inquiry methods, appropriate to grade level, to understand and apply the major concepts underlying various branches of science, including physics, chemistry, biology, astronomy, and earth sciences as measured by CST and teacher assessments.

GOAL 5 - LIFE SKILLS

Students will demonstrate their ability to sufficiently understand and function in the world around them by knowledge of the following:

- ◆ Their personal involvement in the community
- ◆ Their personal responsibility to the environment
- ◆ Their personal role as a selective consumer
- ◆ The importance of physical fitness
- ◆ Competent use of technology in the pursuits of life

GOAL 6 - VISUAL & PERFORMING ARTS, COMMUNITY SERVICE AND SPECIAL INTERESTS

At all grade levels, assessments are based on effort, willingness to take creative risks, and active participation in the artistic process. The process of creating is given priority over the product. Students will cultivate their special interests, talents and abilities by integrating opportunities within the community.

GOAL 7 - PHYSICAL EDUCATION

Students will be physically fit, nutritionally aware and develop healthy habits that will last a lifetime, making healthy and active lifestyle choices as guided by the California Physical Education and Health Framework.

Additionally, our curriculum and education program will meet state standards and we will comply with all state standardized testing requirements (e.g., STAR).

ELEMENT THREE: METHOD OF MEASURING PUPIL 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 independent study structure adopted by Creekside Cooperative Charter School effectively incorporates periodic measures of pupil outcomes through its Student Master Agreement, Student Learning Records and Attendance Report and Portfolios. Mandatory learning record conference attendance ensures that all arms of the education team (teacher, parent, student) are engaged, monitoring and actively supporting the student's academic goals.

To support academic goals of Creekside Cooperative Charter School, students' performance will be measured through the following means:

GOAL 1 - PROFICIENCY IN ENGLISH/LANGUAGE ARTS

Students will progress toward grade level state content standards K-8. Students will develop strong reading, writing, speaking and presentation skills, with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression.

Proficiency in the core area of English/Language Arts will be measured through:

- ◆ Assessments (i.e., Scantron Performance Series and DATAWISE)
- ◆ Homework assignments and teacher made tests
- ◆ Written work graded by teacher and/or student-developed rubrics
- ◆ Individual or cooperative project assignments (e.g., a play)
- ◆ Statewide standardized assessment (CST, CELDT, Direct Writing assessment)
- ◆ Performance
- ◆ Teacher Observation

GOAL 2 - PROFICIENCY IN MATHEMATICS

Students will progress toward grade level content standards K-8 and will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects aligned with the state content standards.

Proficiency in the core area of Mathematics will be measured through:

- ◆ Curriculum embedded assessment and homework assignments
- ◆ Standards based assessment (i.e., Scantron Performance Series and Datawise)
- ◆ Statewide standardized assessment (CST)
- ◆ Teacher made tests
- ◆ Teacher observation

GOAL 3 - PROFICIENCY IN HISTORY-SOCIAL SCIENCE

Students will develop understanding in civic, historical and geographical knowledge and how it relates to their roles as meaningful citizens in the global community.

Proficiency in the core area of History-Social Science will be measured through:

- ◆ Teacher made tests and homework assignments
- ◆ Individual or cooperative project assignments/presentations
- ◆ Constitution Test
- ◆ Statewide standardized assessment (CST) for grade 8
- ◆ Teacher observation

GOAL 4 - PROFICIENCY IN SCIENCE

Students will progress toward grade level content standards K-8 and will utilize scientific research and inquiry methods, appropriate to grade level, to understand and apply major concepts underlying various branches of science which may include physics, chemistry, biology, astronomy and earth sciences.

Proficiency in the core area of Science will be measured through:

- ◆ Grades 5 and 8 CST statewide assessments
- ◆ Assessments And Teacher Observation
- ◆ Teacher Made Tests And Homework Assignments
- ◆ Individual Or Cooperative Project Assignments/Presentations
- ◆ Teacher observation

GOAL 5 - LIFE SKILLS

Students will develop life skills which promote teamwork, leadership, environmental and community stewardship and responsible behavior through a variety of activities and programs in both the core and enrichment aspects of our program, including Tribes, DARE, Destination Imagination, etc.

Life skills development will be measured through teacher observation of students’:

- ◆ Competent use of a computer for research and/ or writing
- ◆ Engaging in and reporting on at least one service learning activity each school year
- ◆ Ability to organize and manage responsibilities and materials

GOAL 6 - VISUAL & PERFORMING ARTS, COMMUNITY SERVICE AND SPECIAL INTERESTS

Assessments are based upon effort, willingness to take creative risks and active participation in the artistic process of creating, which is given priority over product.

Student skills in the areas of Visual and Performing Arts, Community Service and Special interests will be measured through teacher observations of student projects and activities:

- ◆ Participating in community and school events
- ◆ Environmental stewardship
- ◆ Educating others through presentations, plays, or the arts
- ◆ Student-initiated community service projects
- ◆ Teacher observation

GOAL 7 - PHYSICAL EDUCATION

Students will be physically fit, nutritionally aware and develop healthy habits that will last a lifetime. Student Physical Education skills and knowledge will be measured through :

- ◆ 5th and 7th grade physical fitness test
- ◆ Teacher observation
- ◆ Grade level presidential physical standards assessments

ASSUMPTIONS ABOUT ASSESSMENT

Our choice of methods to assess pupil progress is based on the following four beliefs about assessment:

- ◆ In order to have a complete picture of a student's growth, different types of assessments must be used. Assessments should focus on a student's growth toward proficiency standard rather than comparing a student's performance against other students.
- ◆ There should be a close relationship between a desired student outcome and the means used to assess it.
- ◆ Assessing what students do with knowledge is as important as assessing what knowledge they have.
- ◆ Assessment should promote and support reflection and self-evaluation on the part of students, staff and parents.
- ◆ Assessments should support continued academic improvement by individual student and continued instructional improvement by Education Specialists.

ASSESSMENT METHODS

While all students will achieve the required standards by graduation, not all progress at the same rate. Evaluation of that progress is based on individual abilities, interests, and talents. Based on the above beliefs and in addition to the aforementioned measurements, methods by which student progress is assessed will be through a variety of the following:

- ◆ Ongoing and periodic review of work at learning record conferences
- ◆ Annual portfolios (minimum of 2 samples per subject area per semester)
- ◆ Parent and Education Specialist observation
- ◆ Current state mandated and standardized assessment
- ◆ Criterion referenced assessment aligned with the California State Standards
- ◆ Student work samples
- ◆ Student grades
- ◆ Student demonstrations
- ◆ Field studies
- ◆ Participation in enrichment activities

We will comply with the requirement to inform parents about the transferability of our courses to other public high schools. We will accomplish this through parent orientation

and/or meetings and through our school's accompanying student/parent handbook that will be given to each family.

USE AND REPORTING OF DATA

Typically, the first week of school is designated Independent Study and is a time when Education Specialists meet with students to conduct one-on-one academic and learning styles assessments. The Education Specialists use this information, combined with prior year assessments, to personalize each student's curriculum for the year and as a means to more effectively support student success. Student progress assessment will be available to students and parents through conferences, and will be reported and stored through electronic excel style program for ease of immediate and longitudinal retrieval, including:

- ◆ Report cards
- ◆ Learning records
- ◆ Portfolios
- ◆ Electronic data storage software such as Datawise and DIBELS

ELEMENT FOUR: GOVERNANCE STRUCTURE

*The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.
(California Education Code Section 47605(b)(5)(B))*

SHARED GOVERNANCE STRUCTURE

The Creekside Cooperative Charter School Charter Council, consisting of Creekside parents, education specialists and interested community members, serves as the local governing entity of Creekside Cooperative Charter School in partnership with the Newcastle Elementary School District Board. The initial Charter Council members shall be those members currently serving on the Development Council, having been elected by the members of Creekside PTO, Inc. for such purpose. Creekside Cooperative Charter School will exist as a legally and operationally dependent entity of the Newcastle Elementary School District, governed by the bylaws of the District Board and operated under a mutually agreed upon shared governance structure, as defined in an MOU. It is the goal of Creekside Cooperative Charter School to maintain the culture of its existing program while taking full advantage of the flexibility and opportunities provided under Charter law. Creekside Cooperative Charter School will operate under the shared leadership of its Director and Charter Council to maintain and operate an academically enriched charter school with oversight from the Newcastle Elementary School District Superintendent and Board. Creekside Cooperative Charter School Charter Council and Director will formulate major educational and operational policies, approve all contracts, prepare the school's annual budget and coordinate with the district on the

school's fiscal affairs. Creekside Cooperative Charter School's operations, policies, contracts and budgets will be subject to the review and approval of Newcastle Elementary School District Board, which will also serve as the school's judicial and appeals body. The District Board of Trustees and Superintendent will also be responsible for evaluating the top administration staff and certificated staff.

It is the intent of Creekside Cooperative Charter School that the composition of its Charter Council be diverse in ethnicity, gender, and background. The Charter Council will strive to consist of members who have expertise in school, business, law, nonprofit management, and/or youth development. (See proposed Charter Council proposed Bylaws for member selection, composition, terms and responsibilities.) Current members of the Development Council who were nominated and elected by the 2008-2009 Cooperative families, will serve as the school's initial Charter Council for a term of two years.

The Creekside Cooperative Charter School Director and education specialists at the school will carry out the day-to-day operations of the school. The Creekside Cooperative Charter School Charter Council will set school policies. The Newcastle Elementary School District Superintendent and Board will have the authority to review and approve the Charter Council policies and procedures. Together, Newcastle Elementary School District Board and Creekside Cooperative Charter School Council will work to maintain a fiscally sound budget, provide fiscal accountability, and assure that the school maintains high academic standards.

The Charter Council will be responsible for, among other things, the following:

- ◆ Establishing general policies of the charter school
- ◆ Establishing the charter school's annual budget
- ◆ Approving all contracts and expenditures
- ◆ Solicitation and receipt of grants and donations consistent with the mission and independent study nature of the charter school
- ◆ Establishing and implementing the school's personnel policies, including all hiring, dismissal and disciplinary procedures as outlined in the MOU

The Newcastle Elementary School District Board of Trustees will be responsible for, among other things, the following:

- ◆ Approving and monitoring of the charter school's annual budget
- ◆ Receipt of funds for the operation of the charter school in accordance with the charter school laws
- ◆ Approving the school's personnel policies and monitoring their implementation, including all hiring, dismissal and disciplinary procedures

- ◆ Ensure all provisions of Charter School Legislation will be adhered to and that the California Department of Education directives regarding Charter Schools will be followed
- ◆ Request waivers under the Education Code
- ◆ Monitoring audit trail process
- ◆ Provision of legal services and compliance with state and federal laws
- ◆ Provision of insurance (Creekside Cooperative Charter School reserves the right to secure additional insurance coverage as provided for in the school's budget)
- ◆ All other responsibilities as set forth in the Education Code, this charter, or other statutes or regulations, as necessary to ensure the proper operation of the charter school

The Newcastle Elementary School District Board of Trustees will oversee operation of the Creekside Cooperative Charter School with the goal of supporting it as a school of choice for students whose parents choose an academically enriched, flexible environment for their children.

The Board of Trustees may designate the current Superintendent of the Newcastle Elementary School District to oversee and work with the Creekside Cooperative Charter School Director to oversee and implement the policies of Creekside Cooperative Charter School as outlined herein. The Director and Education Specialists will implement the day-to-day activities of the Charter School. The District Board will approve Creekside Cooperative Charter School's policies and budget, and will work in partnership with the Charter Council to assure that the school maintains high academic standards.

Newcastle Elementary School District Board Responsibilities: The NESD Board of Trustees, in consultation with the NESD Superintendent, Creekside Cooperative Charter School Director and Creekside Cooperative Charter School Charter Council, will also be responsible for the following activities:

- ◆ Approving the annual goals for the school and long range plans with input from the NESD Superintendent, Creekside Cooperative Charter School Director and education specialists, and the Creekside PTO members.
- ◆ Receiving reports from, and providing recommendations to, the NESD Superintendent, Creekside Cooperative Charter School Director and staff.
- ◆ Assessing Creekside Cooperative Charter School goals, objectives, academic achievements, student progress, financial status, and any need for redirection within the independent study parameters of its program.
- ◆ The Newcastle Elementary School District Board is the responsible agent for the accountability requirements established by the California Charter Schools Act of 1992 and the Charter itself. As a part of this responsibility, the Board will prepare a yearly performance report of Creekside, including

assessment of the school's educational performance and its administrative and financial fitness.

- ◆ This report will also assess how well the school is fulfilling the program outlined in the charter, specifically regarding student progress.
- ◆ Include Creekside Cooperative Charter School in any CDE or USDOE grant or entitlement programs for which NESD applies, which Creekside would also qualify for.

The Creekside Cooperative Charter School Charter Council will make all recommendations for additions, deletions or modifications to this charter based upon a majority vote of the Charter Council. It will also be the responsibility of the Charter Council to evaluate the charter school program to determine the effectiveness and to provide continual direction for the improvement of the program. Prior to implementation of any amendment to the Charter Petition, the Newcastle Elementary School District Board of Trustees must ratify the amendment in accordance with the Charter Schools Act of 1992.

VOLUNTEERS

The independent study aspect of Creekside Cooperative Charter School requires that students' families are actively involved not only in with their child's education, but in the school, including classroom volunteering and participation in the Charter Council, Creekside PTO and Enrichment Program. Creekside Cooperative Charter School is responsible for screening of volunteers for the protection of students, including fingerprinting and criminal background checks. Registered sex offenders under Penal Code section 290 may not serve as volunteers on campus or anywhere or at anytime students are present. Volunteers working on campus or when students are present who will be unsupervised by certificated personnel at any time must submit to a criminal background check pursuant to Education Code 45125.

SPECIAL EDUCATION GOVERNANCE

Creekside Cooperative Charter School and the Newcastle Elementary School District pledge to work in cooperation to ensure that a free and appropriate education is provided to all students with exceptional needs in accordance with all state and federal laws regarding provision of special education services.

Creekside Cooperative Charter School intends to function as a dependent public charter school of the Newcastle Elementary School District for purposes of providing special education and related service pursuant to Education Code Section 47641(b). Creekside Cooperative Charter School and Newcastle Elementary School District shall annually, and in good faith, negotiate and enter into a written agreement, via a memorandum of understanding or MOU, to clearly specify the desired mix of special education funding and services to be provided and to detail the specific terms of such services and funding. It is the intent of both Newcastle Elementary School District and Creekside Cooperative Charter School to seek partnership with the Tahoe Truckee Unified School District

(TTUSD) to contract for special education services for its students residing in the Tahoe Truckee area, who is amenable to such a partnership.

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

*The qualifications to be met by individuals to be employed by the school.
(California Education Code Section 47605(b)(5)(E))*

CERTIFICATED STAFF

Each certificated employee at Creekside Cooperative Charter School will meet the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most classified positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the Creekside Cooperative Charter School Director and Council, as approved by the Newcastle Elementary School District Board and Superintendent.

Education Specialists: The skills and responsibilities of an Education Specialist in an Independent Study program require a unique set of skills and commitment. Creekside Cooperative Charter School will recruit teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These Education Specialists will teach the “core” academic classes of mathematics, language arts, science, history/social studies, and will be responsible for overseeing the students’ academic progress and for monitoring grading and matriculation decisions as specified in the school’s operation policies. Education Specialists working with English language learners must possess a Bilingual Cross-cultural Language Acquisition Development certificate (CLAD) or equivalent.

Pursuant to the teacher qualification requirements under the No Child Left Behind Act (NCLB), as of July 1, 2006, all Creekside Cooperative Charter School Education Specialists teaching core subjects will be “highly qualified” teachers as that term is defined under NCLB and further defined by California state regulations implementing the NCLB requirements, unless such requirements are not deemed by the federal or state government to apply to charter schools such as Creekside Cooperative Charter School.

Creekside Cooperative Charter School may also seek to hire non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a education specialist unless they are instructing non-core or non-college preparatory courses and activities.

In addition to appropriate NCLB qualifications, the key qualifications of Creekside Cooperative Charter School Education Specialists include:

- ◆ The requisite teaching credential and demonstrated expertise within the content area and grade-level taught
- ◆ In-depth knowledge of and successful application of current teaching/learning theory to improve the success of children
- ◆ In-depth knowledge of and successful experience with the unique aspects of an independent study program is strongly preferred
- ◆ Ability to plan instructional units using developmentally appropriate instructional materials and strategies
- ◆ Ability to collaboratively plan instructional units with other Education Specialists, teachers and specialists
- ◆ Willingness to work with parent, student, and community groups
- ◆ Belief in and have worked to implement an educational philosophy that supports success for all students
- ◆ Enthusiasm for teaching and continued professional growth and development

- ◆ Knowledge and experience with principals and application of Positive Discipline classroom management practices.
- ◆ Experience in the Independent Study model is highly preferred.

Education Specialists teaching within the Creekside Cooperative Charter School Independent Study program will be subject to the Newcastle Elementary School District policies for certificated teachers and represented by the terms of the Newcastle Elementary School District Certificated Contract Agreement with the Newcastle Teachers Association (NTA).

Director: In addition to the qualifications listed above for Education Specialists, the Director will have demonstrated experience or expertise in the school site administrative responsibilities and oversight issues required of him or her, and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements.

CLASSIFIED STAFF

All classified staff will possess experience and expertise appropriate for their position within Creekside Cooperative Charter School, as outlined in the Newcastle Elementary School District's staffing plan and the Creekside's adopted personnel policies, including:

Teachers Aide: Creekside Cooperative Charter School may seek to employ non-certificated instructional assistants, aides and paraprofessionals that have demonstrated experience or expertise in the tasks required of them. Key qualifications of instructional aides and paraprofessionals include, but are not limited to:

- ◆ Competency in administering assessments (i.e., Scantron Performance Series)
- ◆ High School Diploma or equivalent
- ◆ AA degree or 48 units
- ◆ Ability to read, write and speak English
- ◆ Ability to perform the following functions:
 - Assist students in reading, spelling, math, and other content areas
 - Perform a variety of routine clerical and recordkeeping activities
 - Observe activities of children on the playground or in the cafeteria
 - Prepare materials used in the classroom
 - Explain lessons and activities in English and/or Spanish or other native language, depending on placement

Key Administrative and Support Staff: Creekside Cooperative Charter School may seek to hire administrative and operational staff who have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities, as provided for school's annual budget, to ensure that they remain abreast of all relevant changes in laws or other operational requirements.

Knowledge of:

- ◆ Public school clerical operations and functions;
- ◆ Proper office methods and practices including filing systems, receptionist and telephone techniques, and letter and report writing;
- ◆ Communication skills; general office procedures and correct use of English punctuation, spelling, and grammar.

Ability to:

- ◆ Demonstrate proficiency in reading, writing, and mathematical skills sufficient to obtain a passing score on a standardized proficiency test;
- ◆ Analyze situations and take appropriate action in a variety of procedural matters without immediate or direct supervision;
- ◆ Learn and effectively use computer software programs and related word processing;
- ◆ Understand and apply successfully a variety of complex directions to specific situations;
- ◆ Proofread accurately;
- ◆ Type accurately at a rate required for successful job performance;

- ◆ Communicate effectively and tactfully in both oral and written forms;
- ◆ Establish and maintain a variety of record keeping, reference, and data collection systems;
- ◆ Operate a variety of office equipment such as calculator, transcriber, copy machine, and computer with speed and accuracy;
- ◆ Prioritize, coordinate, and monitor the work of others in a positive, productive, and timely manner;
- ◆ Establish and maintain effective work relationships with those contacted in the performance of required duties.

REQUIRED

All staff and personnel of Creekside Cooperative Charter School shall be in possession of a valid First Aid Certificate and Live Scan fingerprinting submitted to the California Department of Justice for the purposes of obtaining a criminal record summary.

GENERAL REQUIREMENTS, HIRING AND PERFORMANCE REVIEW

All employees of the Newcastle Elementary School District teaching at the Charter School will be able to demonstrate an understanding and ability to effectively perform services that contribute to the primary goals of the Charter School. Employees will be able to operate within all learning programs and be willing to expand professionally. Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. Creekside Cooperative Charter School will adhere to California laws including fingerprinting, drug testing, and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. Creekside Cooperative Charter School will comply with the provisions of the No Child Left Behind (NCLB) Act as they apply to certificated personnel and paraprofessionals. Prior to employment, each employee must furnish medical clearance, as appropriate (including proof of medical exam), and tuberculosis (TB) testing, as well as documents establishing legal employment status. The Newcastle Elementary School District Superintendent and/or administrative designees will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws. All approved policies and procedures of the Newcastle Elementary School District and of Creekside Cooperative Charter School will be used in the employment of Creekside Cooperative Charter School employees.

The Creekside Cooperative Charter School Charter Council and Director will have the authority to create additional formal job descriptions for each position, recruit, interview and recommend candidates. The Newcastle Elementary School District Superintendent and the Creekside Cooperative Charter School Director will have the shared responsibility of evaluating the performance of the teaching and administrative staff according to Newcastle Elementary School District policies and standards.

ELEMENT SIX: HEALTH AND SAFETY PROCEDURES

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. (California Education Code Section 47605(b)(5)(E))

Creekside Cooperative Charter School will adopt and implement a comprehensive set of health, safety, and risk management policies in alignment with those used by the Newcastle Elementary School District. These policies will be established prior to the commencement of classes for the 2009-2010 school year, and at a minimum will include:

- ◆ A requirement that each employee of the school submits to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. The school will comply with the provisions of the California Education Code, Section 44237.
- ◆ A requirement that all enrolling students and staff provide records regarding immunizations to the extent required by law, including mandatory tuberculosis screening for staff and volunteers expected to have prolonged contact with students.
- ◆ Policy requiring all employees to serve as child abuse reporters and to follow all applicable reporting laws.
- ◆ Policies and procedures for school wide training and response to natural disasters and emergencies, including fires and earthquakes (Emergency Preparedness Plan).
- ◆ Policy regarding the administration of medication in school, adhering to Education Code 492423.
- ◆ A policy requiring that all employees be CPR/First Aid trained before the end of their first year of employment.
- ◆ Policies meeting state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace
- ◆ A policy that the school will be housed in facilities that are in compliance with the Field Act or local building codes and have received Fire Marshal approval
- ◆ Policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties and the role and obligation of staff in the reporting of child abuse pursuant to CA Penal Code Section 11164.
- ◆ A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.

- ◆ A policy and schedule for screening student's vision and hearing to the extent required for students attending a non-charter public school
- ◆ A policy requiring students to comply with all oral health examinations pursuant to Education Code section 49452.8

Health and Safety issues will be dealt with in accordance with Newcastle Elementary School District Board Policies. These policies will be incorporated as appropriate into the student and staff handbook and reviewed on a regular basis.

ELEMENT SEVEN: RACIAL/ETHNIC BALANCE REFLECTIVE OF THE COUNTY

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))

Creekside Cooperative Charter School will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance that is reflective of Newcastle Elementary School District:

- ◆ An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process
- ◆ The development of promotional and informal material that appeals to all major racial and ethnic groups represented in the district
- ◆ The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district
- ◆ A random selection process will be used each school year (as described below) and a ranked waiting list created to fill openings as they occur.

ELEMENT EIGHT: ADMISSION REQUIREMENTS

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

ADMISSION

Creekside Cooperative Charter School will actively recruit a diverse student population. Students residing in Placer, Nevada and El Dorado Counties, who understand and value Creekside Cooperative Charter School's mission and are committed to its instructional

and educational philosophy, will be encouraged to apply. Students shall be considered for admission without regard to ethnicity, national origin, gender, religious affiliation, income level, disability or achievement level. Current legislative law regarding Independent Study Program charter schools shall determine admission according to place of residence of student's parents.

The students and parents interested in an independent study education option will participate in individual and group orientation meetings to educate them on the unique features and responsibilities involved in independent study and personalized learning at Creekside Cooperative Charter School. If there is not an open seat in the child's grade, the child will be placed on the Creekside Cooperative Charter School's inquiry list.

Upon acceptance for admission, and each semester thereafter, all students and their parents are required to sign the Master Student Agreement. This contract delineates the roll of student, parent and Education Specialist in the education of the student. Non-compliance with this document can result in expulsion.

Admission will be dependent upon parent and student signatures on Master Student Agreements signed at the beginning each semester of enrollment. Creekside Cooperative Charter School has no other requirement for admission and is committed to admitting any child that wishes to apply. Creekside Cooperative Charter School will utilize a Family-School Agreement which all parents and students will be asked to sign, and will conduct orientation meetings which parents will be asked to attend. A family cannot be turned away for refusing to sign this agreement or based on their inability to attend an orientation; however, we will encourage family members to meet these objectives and work with them to develop viable options to demonstrate their commitment to the school's program. In no instance will a student be refused admission nor subjected to any form of discipline for failure of a parent to sign or comply with the family-school agreement.

FAMILY-SCHOOL AGREEMENT

Creekside Cooperative Charter School will develop a Family-School Agreement (Appendix 14) which will include the following two main components:

- ◆ Agreement to abide by the academic and behavioral rules of the school. Parents/legal guardians will be asked to sign the Family School Agreement stating that they understand the academic and behavior policies of Creekside Cooperative Charter School and will support those policies at home and will work to ensure that their children abide by the rules of the school.
- ◆ Family Participation Plan, which outlines the volunteer agreement to complete hours of participatory services on an annual basis at the school and for submitting a plan for completion of those hours.

NO ADMISSION TESTING

Post matriculation, Creekside Cooperative Charter School may hold a grade-level knowledge-based examination, which allows the administrator or testing coordinator to assess the students' readiness for the grade of entrance; however, such assessments will not be used as a means to prohibit or discourage certain students from attending. Post matriculation, various assessments may be administered to further determine readiness or maintenance of the said grade. These instruments aid in the development of individualized learning plans for children.

HOME LANGUAGE SURVEY

Creekside Cooperative Charter School will administer the home language survey at the student's initial enrollment.

APPLICATION AND ENROLLMENT PROCESS

Creekside Cooperative Charter School will use an application form based upon the Newcastle Elementary School District's form. Included with the application form will be an information sheet detailing the educational philosophy, discipline policy, and parent participation plan of the Creekside Cooperative Charter School. Parents/legal guardians must sign the application form and will be encouraged to sign the information sheet signifying that they agree to abide by those policies should their child be admitted to the school.

TIMELINE FOR APPLICATION FOR INITIAL SCHOOL YEAR

For the 2009-2010 year, the deadline for submitting the Request for Admission form will be 4:00 pm on June 4, 2009.

TIMELINE FOR SUBSEQUENT YEARS OF OPERATION

Applications for admission will be made available in accord with the enrollment schedule established by Newcastle Elementary School District. Creekside Cooperative Charter School will hold an open house/parent information meeting each spring to educate interested parents about our unique education model and the responsibilities and expectations for participating parents and students before they apply.

PUBLIC RANDOM DRAWING

If the number of applications for admission in any grade exceeds the capacity of the school for that grade, the spaces in that grade will be filled by public random drawing. Applicants who are not enrolled in the program will be placed on a numbered waiting list. The public random drawing will be completed by grade by pulling slips of paper with applicants' names on them out of a container, and the drawing will be held in a

public forum. The public random drawing will be conducted in accord with the admission policies established by the Newcastle Elementary School District and as set forth in Education Code section 47605(d)(2)(b).

The public random drawing will be conducted with the following admission preferences being given:

- ◆ Students that previously attended Creekside Cooperative
- ◆ Siblings of students previously or currently enrolled in Creekside Cooperative Charter School
- ◆ Students residing within Placer County
- ◆ All students residing within the counties of Placer, Nevada and El Dorado Counties

After the public random drawing, families will receive their official enrollment forms and will be informed of the enrollment process detailed above. If the number of applications to a grade does not exceed the number of spaces available in that grade there will be no drawing for that grade, and all students for that grade who have submitted a completed and signed Request for Admission Form (Appendix 16), and have participated in the pre-enrollment process, will be accepted.

ELEMENT NINE: FINANCIAL AND PROGRAMMING 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))

PROGRAMMING AUDIT

A qualified auditor experienced in education finance, which shall employ generally accepted accounting practices applicable to the school, will perform an annual financial audit of Creekside Cooperative Charter School. The Newcastle Elementary School District Board will oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

Creekside Cooperative Charter School will work with the business office of Newcastle Elementary School District to prepare the following:

- ◆ Preliminary budget for fiscal year by May 15, which may be satisfied by the submission of financial statements
- ◆ Interim financial report for the current fiscal year by December 15, reflecting changes through October 31
- ◆ Second interim financial report for the current fiscal year by March 15, reflecting changes through January 31
- ◆ Final unaudited report for the full prior year by September 15, including an annual statement of all receipts and expenditures for the preceding fiscal year.

It is anticipated that the annual audit will be completed by December 15 each year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the Newcastle Elementary School District Superintendent, the state Controller, the Placer County Superintendent of Schools, and the California Department of Education. The school's audit committee will review any audit exceptions or deficiencies and report to the Creekside Cooperative Charter School Director and Charter Council with recommendations on how to resolve them. The Charter Council will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the section of this petition herein entitled "Dispute Resolution Process, Oversight, Reporting, and Renewal."

BUSINESS SERVICES

Creekside Cooperative Charter School anticipates contracting with the Newcastle Elementary School District to run the bulk of the business needs of the school, to be memorialized in an MOU, which shall be evaluated annually. Creekside Cooperative Charter School may apply for the Charter School Revolving Loan Fund. If it does so, Creekside Cooperative Charter School understands that it must comply with Ed Code section 41365 if it receives funds. Creekside Cooperative Charter School will be a locally funded charter school and anticipates the funding to be held by the Placer County Treasurer's Office as part of the Newcastle Elementary School District account in a fund created and designated for Creekside Cooperative Charter School.

INSURANCE COVERAGE

Creekside Cooperative Charter School shall coordinate with Newcastle Elementary School District to secure and maintain, as a minimum, insurance as set forth below to protect Creekside Cooperative Charter School from claims which may arise from its operations. The following insurance policies are required:

- ◆ Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Creekside Cooperative Charter School from claims under Workers' Compensation Acts, which may arise from its operations.

- ◆ Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name the Newcastle Elementary School District.
- ◆ Fidelity Bond coverage shall be maintained by Creekside Cooperative Charter School and/or Newcastle Elementary School District to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

OPTIONAL INSURANCE

Creekside Cooperative Charter School reserves the right to secure additional insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above.

ELEMENT TEN: PUPIL SUSPENSION AND EXPULSION

The procedures by which pupils can be suspended or expelled. (California Education Code Section 47605(b)(5)(J))

Creekside Cooperative Charter School subscribes to positive discipline practices and will develop and maintain comprehensive sets of behavioral expectations, including student discipline policies consistent with the policies of Newcastle Elementary School District and Education Code laws regarding suspension and expulsion. Students will not be suspended or expelled for academic failure, but only for actions which they could be suspended or expelled from a school district as defined by Education Code 48900 to 48926. Suspension and expulsion policies will be printed and distributed as part of the Student-Family handbook.

ELEMENT ELEVEN: 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))

Certificated and classified employees of the Newcastle Elementary School District will participate in the State Teachers Retirement System and/or Public Employees Retirement System.

ELEMENT TWELVE: ATTENDANCE ALTERNATIVES

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

Students who opt not to attend Creekside Cooperative Charter School may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies or their district or county of residence.

ELEMENT THIRTEEN: 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))

The School District shall be considered the employer for all employees working at Creekside Cooperative Charter School. As such, any Newcastle Elementary School District said employees will be protected by all rights and guarantees provided by the Newcastle School District to all regular District employees. Moreover, the School District shall be deemed to be the public school employer for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of the Government Code. All provisions of the Newcastle Teachers Association and the CSEA Newcastle Chapter #653 agreements are fully preserved and protected under the terms of this Charter. The Newcastle Elementary School District's personnel policies and procedures set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The Superintendent shall not require any employee of Newcastle Elementary School District to be employed by Creekside Cooperative Charter School, Newcastle Charter School, or Newcastle Elementary School.

The Newcastle Elementary School District Superintendent/Principal, in partnership with the Creekside Cooperative Charter School Director, will work to resolve complaints and grievances and will administer any personnel discipline, with the assistance of the Newcastle Elementary School District Board when necessary, in accordance with these policies and agreements. Disputes over personnel discipline will be resolved through the current personnel policies and procedures.

Job applicants for positions will be considered through an open process, and, if hired, will enter into a contractual agreement with Newcastle Elementary School District per recommendation by the Creekside Cooperative Charter School Director and Charter Council. The Director, in partnership with the Charter Council, will be responsible for the selection of faculty and staff, using the mission, philosophy, and obligations outlined in the charter petition as a recruitment tool. All hiring choices shall be subject to review

and approval by the Newcastle Elementary School District. The individual contract and/or employee handbook will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, dress code, accountability measures, and standards for appraising performance. The Director and Charter Council, in consultation with the Superintendent, reserve the right to determine whether to renew or not renew any contract.

Creekside Cooperative Charter School agrees that every attempt should be made to resolve employee disputes informally before invoking a formal grievance process.

ELEMENT FOURTEEN: DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING, AND RENEWAL

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. (California Education Code Section 47605(b)(5)(N))

INTENT

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) identify and balance the oversight responsibilities for Newcastle Elementary School District, (3) insure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

PUBLIC COMMENTS

The staff of Creekside Cooperative Charter School and the Newcastle Elementary School District Board agree to attempt to resolve all disputes regarding this charter school pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

DISPUTES ARISING FROM WITHIN THE SCHOOL

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations of the school, shall be resolved by Creekside Cooperative Charter School pursuant to policies and procedures developed by the Creekside Cooperative Charter School Council.

DISPUTES BETWEEN CREEKSIDE COOPERATIVE CHARTER SCHOOL AND THE NEWCASTLE ELEMENTARY SCHOOL DISTRICT

In the event that Creekside Cooperative Charter School and Newcastle Elementary School District have disputes regarding the terms of this charter or any other issue regarding Creekside Cooperative Charter School, both parties agree to follow the process outlined below.

In the event of a dispute between the school and Newcastle Elementary School District, Creekside Cooperative Charter School staff and Newcastle Elementary School District staff and Board members agree to first frame the issue in written format and refer the issue to the district superintendent, or his/her designee, and Creekside Cooperative Charter School Director, if applicable. In the event that the district superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement. Creekside Cooperative Charter School Director and/or Creekside Cooperative Charter School representative and the Newcastle Elementary School District Superintendent shall informally meet within ten days of the date of the written dispute statement and confer to attempt to resolve the dispute.

If this informal meeting fails to resolve the dispute, the Newcastle Elementary School District Superintendent and Creekside Cooperative Charter School Director, if applicable, shall, within three business days following the meeting, meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly. The Superintendent and Creekside Cooperative Charter School Director shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the parties jointly agree to bind themselves.

OVERSIGHT, REPORTING, REVOCATION AND RENEWAL

The Newcastle Elementary School District Board may inspect or observe any part of Creekside Cooperative Charter School at any time, but shall provide reasonable notice to Creekside Cooperative Charter School Director, if applicable, prior to any observation or inspection. If the Board of the Newcastle Elementary School District believes it has cause to revoke this charter, the board agrees to notify Creekside Cooperative Charter School in writing, noting the specific reasonable time to respond to the notice and take corrective action. Creekside Cooperative Charter School understands and accepts that the Board of Newcastle Elementary School District may have legal right to revoke this charter if it has found legal and reasonable grounds for revocation specifically set forth in the law, provided however that Newcastle Elementary School District has given Creekside Cooperative Charter School prior notice of any grounds for revocation and reasonable opportunity to cure such violation.

The Newcastle Elementary School District Board agrees to receive and review the annual fiscal and programming audit and annual performance report. Within two

months of the receipt of this review, the district must notify Creekside Cooperative Charter School as to whether it considers Creekside Cooperative Charter School to be making satisfactory progress relative to the goals specified in the charter. This annual notification will include the specific reasons for the district's conclusions.

If, in its review of the school's annual report, the District determines that Creekside Cooperative Charter School is making satisfactory progress towards its goals, this charter, and any mutually agreeable amendments, is automatically renewed for a term of no less than five years.

ELEMENT FIFTEEN: LABOR RELATIONS

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. (California Education Code Section 47605(b)(5)(O))

The Newcastle Elementary School District shall be deemed the exclusive public school employer of the employees of Creekside Cooperative Charter School for the purposes of the Education Employment Relations Act.

ELEMENT SIXTEEN: SCHOOL CLOSURE PROCEDURES

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. (California Education Code Section 47605(b)(5)(P))

We do not expect Creekside Cooperative Charter School to close. However, in the event of Creekside Cooperative Charter School closing, it will work with the Newcastle Elementary School District and auditors to ensure the preparation of the closing audits and the disposition of net assets and liabilities. Immediate notification will be provided to Newcastle Elementary School District regarding any consideration of closure. The following procedures will apply in the event Creekside Cooperative Charter School closes, regardless for reason of closure:

- ◆ Closure will be documented by official action of the Creekside Cooperative Charter School Council.
- ◆ Promptly following the Council's decision to close Creekside Cooperative Charter School, the school will be responsible for communicating closure to students, parents and staff, insuring that such notification provides

information to assist parents and students in locating suitable alternative programs.

- ◆ Upon matriculation, at the end of each school semester or term, and upon graduation, parents or guardians of students will be provided with a printed or electronic transcript of their students' academic progress at the school, along with other relevant information. Thus, in the event of a school closure, parents and students will possess an independent copy of potentially necessary pupil records.
- ◆ School resources allowing, former Creekside Cooperative Charter School staff may be retained for a period of designated weeks or months after school closure to ensure that student records are transferred to the families and/or appropriate agencies. In the event that no such willing repository is available, the records shall be disposed of or destroyed in a fashion that will ensure confidentiality of the records.
- ◆ The Newcastle Elementary School District Board members will attend to enumerating and disposing of the assets and liabilities as directed in the bylaws shall ensure that a final audit of the school's assets and liabilities is performed. Any assets remaining upon closure will first be used to satisfy Creekside Cooperative Charter School's outstanding liabilities and any remaining assets may then be distributed to Newcastle Elementary School District or a federal tax exempt 501(c)(3) organization unless such distribution is otherwise prescribed by law or district policy.

OPTIONAL MISCELLANEOUS CLAUSES

TERM

This charter shall be for the term of two (2) years. The start of the charter shall commence on August 1, or the first day Creekside Cooperative Charter School commences classes eligible for apportionment, whichever occurs first. Creekside Cooperative Charter School and Newcastle Elementary School District agree to work together to accomplish all tasks necessary to fully implement this charter, including but not limited to the submission of any necessary and prepared waiver requests to the State Board of Education.

As explained above, if, as a result of its annual review, the charter-granting agency determines that Creekside Cooperative Charter School is making satisfactory progress toward its goals on June 30 of the year the charter is to expire, this charter, and any mutually agreeable amendments, is renewed for one or more five (5) year terms upon the mutual agreement of the parties.

AMENDMENTS

Material revisions of the provisions contained in this Charter may be made in writing, by the mutual agreement of the Creekside Cooperative Charter School Charter Council and Newcastle Elementary School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605; provided however that Creekside Cooperative Charter School shall not be required to obtain petition signatures prior to making material amendments to the charter petition.

SEVERABILITY

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 Newcastle Elementary School District and the Creekside Cooperative Charter School Charter Council. Newcastle Elementary School District and Creekside Cooperative Charter School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

FACILITIES

Negotiations are taking place with the Tahoe City Public Utilities District regarding the leasing of facilities for the purposes of providing core curriculum instruction classes comprising less than 79% of the academic instruction, and school administration in the Tahoe City area of Placer County. Creekside Cooperative Charter School anticipates that it's facilities needs will include a minimum of four classrooms as well as reasonable non-instructional areas to support the core classroom instruction and administrative responsibilities.

MISCELLANEOUS

The Newcastle Elementary School District and Creekside Cooperative Charter School shall engage in a mutually agreeable MOU, which outlines further details of the relationship between the District and Creekside Cooperative Charter School.

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

Services to be purchased by Creekside Cooperative Charter School from Newcastle Elementary School District, and the fee schedule for such services, special education services and funding formulas, hold harmless indemnification, if required by the District, cash advances to handle cash flow issues, if necessary, Creekside Cooperative Charter School's receipt of mandated cost reimbursement, fiscal reporting requirements to the state, either independently or through the district, and school district support for Creekside Cooperative Charter School in seeking additional funding.

Creekside Cooperative Charter School may procure administrative services from the district, including site budgeting, instructional programs, development, custodial services accounting, payroll and purchasing services and some degree of personnel support. The specific terms of most of these services will be covered by MOU. The Newcastle Elementary School District will also be asked to provide oversight and performance monitoring services, including the monitoring of school and student performance data, reviewing the school's financial statement and audit reports, performing annual site visits, and considering charter amendment and renewal requests.

This MOU also will list the timing of the transfer of funding between Creekside Cooperative Charter School and Newcastle Elementary School District (e.g., the monthly timing of Newcastle Elementary School District transferring to Creekside Cooperative Charter School its per-ADA share of local property taxes).

Creekside Cooperative Charter School reserves the rights to purchase additional administrative or other goods or services from any third party as needed.

COMMUNICATIONS

All official communications between Creekside Cooperative Charter School and Newcastle Elementary School District will be sent via First Class Mail or other appropriate means to the following address:

Creekside Cooperative Charter School
Post Office Box 5369
Tahoe City, California 96145-5369
530/581-1036

Newcastle Elementary School District
8951 Valley View Drive
Newcastle, California 95658
916/663-3307

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