



3rd Amended Charter
of
Creekside Charter School
(formerly known as Creekside Charter School)

Presented June 19, 2013
to the
Newcastle Elementary School District
Board of Trustees

ORIGINAL CHARTER GRANTED MAY 7, 2009

CHARTER AMENDED AND APPROVED APRIL 14, 2010

SECOND AMENDED CHARTER APPROVED MARCH 16, 2011

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CHARTER DOCUMENT

OVERVIEW

<p>LOCATION</p>	<p>PHYSICAL ADDRESS: 1916 CHAMONIX PLACE, OLYMPIC VALLEY, PLACER COUNTY, CALIFORNIA MAILING ADDRESS: PO BOX 5369, TAHOE CITY, CA 96145 PLACER COUNTY, CALIFORNIA</p>
<p>EDUCATIONAL FOCUS</p>	<p>CREEKSIDE CHARTER SCHOOL OFFERS STUDENT INQUIRY DRIVEN, EXPERIENTIAL EDUCATIONAL EXPERIENCES ALIGNED WITH THE CALIFORNIA AND COMMON CORE STANDARDS, SUPPORTING STUDENTS THROUGH INDIVIDUALIZED, INNOVATIVE AND INVOLVED LEARNING PROGRAMS TOWARD HIGH ACADEMIC ACHIEVEMENT, 21ST CENTURY LIFE SKILLS AND ENVIRONMENTAL AND COMMUNITY STEWARDSHIP</p>
<p>STUDENTS SERVED</p>	<p>STUDENTS RESIDING IN PLACER COUNTY AND COUNTIES ADJACENT TO PLACER COUNTY (NEVADA, EL DORADO, SUTTER, SACRAMENTO AND YUBA) IN GRADES KINDERGARTEN THROUGH 8</p>
<p>FLEXIBLE INSTRUCTION</p>	<p>ALL STUDENTS ARE PROVIDED WITH CURRICULUM WHICH MEETS THE CALIFORNIA AND COMMON CORE STANDARDS, WITH A PROJECT-BASED, INTEREST-DRIVEN FOCUS WITHIN A HYBRID MODEL, COMBINING CLASSROOM INSTRUCTION WITH ENRICHMENT OPPORTUNITIES AND INDEPENDENT STUDY, IN ACCORD WITH THE TERMS OF SB 740 SCHOOLS DESIGNATED AS NON-CLASSROOM BASED</p>
<p>MISSION OF SCHOOL</p>	<p>CREEKSIDE CHARTER SCHOOL IS COMMITTED TO NURTURING THE WHOLE STUDENT BY CULTIVATING HIGH ACADEMIC ACHIEVEMENT AND STRONG ENVIRONMENTAL AND COMMUNITY STEWARDSHIP. OUR INDIVIDUALIZED, INNOVATIVE AND INVOLVED LEARNING PROGRAM EMPHASIZES PROJECT-BASED LEARNING, SOCIAL AND ENVIRONMENTAL CONSCIOUSNESS, AND AN AWARENESS OF EACH STUDENT'S UNIQUE PASSIONS AND POTENTIAL. STUDENTS ARE EMPOWERED TO BECOME POSITIVE CONTRIBUTORS TO SOCIETY THROUGH PARTNERSHIPS WITH SUPERVISING TEACHERS, PARENTS, PEERS AND WITHIN THE COMMUNITY WHILE MAINTAINING HIGH ACADEMIC ACHIEVEMENT .</p>
<p>FOR MORE INFORMATION</p>	<p>EMAIL: CTAYLOR@CREEKSIDECOOPERATIVE.ORG WEBSITE: WWW.CREEKSIDECOOPERATIVE.ORG TELEPHONE: 530/581-1036 FACSIMILE: 530/581-2012</p>

INTRODUCTION

Since opening its doors in partnership with Newcastle Elementary School District, Creekside Charter School (also referred to herein as “Creekside”) has sought to continue its tradition of offering a high-quality educational choice in the Tahoe Basin through a variety of unique and individualized services to its students combining classroom instruction with the flexibility afforded independent study programs, all within a framework of high academic standards. As a voluntary public educational choice for parents with students in grades K-8, Creekside supports student academic achievement and social development through:

- Independent Study hybrid model offering core classroom instruction combined with an experiential enrichment program
- Open to all eligible 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

Creekside administration, staff, parents and students respectfully submit this 3rd Amended Charter Charter to the Newcastle Elementary School Board and look forward to continuing our partnership in the coming years, working together to develop extraordinary education experiences for everyone involved.

CHARTER SCHOOL INTENT

As detailed in our original Charter Document and amendments, Creekside Charter School will make important contributions to the legislative goals outlined in the Charter Schools Act of 1992.

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 renewal document coincide with the requirements of Section 47605 of the Act.

AFFIRMATIONS

As the authorized lead petitioner, Camille Taylor, hereby certifies that the information submitted in this 3rd Amended Charter the California public charter school known as Creekside Charter School (formerly known as Creekside Cooperative Charter School, herein referred to as “Creekside” or the “Charter School”), operated by Creekside Charter Management and authorized by the Newcastle Elementary School District (“NESD” or the “District”) is true to the best of my knowledge and belief. Creekside

Charter School does and will continue to follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- ✓ The Charter School shall meet all State Standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools [Ref. Education Code Section 47605(c)(1)]
- ✓ Creekside Charter Management shall be deemed the exclusive public school employer of the employees of Creekside Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- ✓ The Charter School shall be non-sectarian in its programs, admissions policies, employment practices and all other operations. [Ref. Education Code Section 47605(d)(1)]
- ✓ The Charter School shall not charge tuition [Ref. Education Code Section 47605(d)(1)]
- ✓ The Charter School shall admit all students who wish to attend Creekside Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- ✓ The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- ✓ The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- ✓ The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations 11967.5.1(f)(5)(C)]
- ✓ The Charter School shall ensure that teachers in the Charter School hold a certificate from the California Commission on Teacher Credentialing, permit, or other document equivalent to that which a teacher in other public schools are

required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code 47605(l)]

- ✓ The Charter School shall at all times to maintain all necessary and appropriate insurance coverage
- ✓ The Charter School shall for each fiscal year, offer at minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- ✓ The Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information in the event a pupil leaves Creekside Charter School without graduating or completing the school year for any reason. [Ref. Education Code 47605(d)(3)]
- ✓ The Charter School shall maintain accurate and contemporaneous written records that document all pupils' attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- ✓ The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- ✓ The Charter School shall comply with any jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- ✓ The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- ✓ The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- ✓ The Charter School shall comply with the Brown Act and the Public Records Act.
- ✓ The Charter School shall comply with the Family Educational Rights and Privacy Act (FERPA).
- ✓ The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

AUTHORIZED REPRESENTATIVE:



Camille Taylor, Lead Petitioner

6 June 2013

ELEMENT ONE: 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.

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. (California Education Code Section 47605(b)(5)(A))

MISSION STATEMENT AND EDUCATIONAL PHILOSOPHY

Creekside nurtures 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 and its community partners enable students to become self-motivated, competent, and ethical lifelong learners who actively contribute to the community while pursuing academic excellence. Our collaborative learning model emphasizes experiential instruction, social and environmental consciousness, and an awareness of individual potential. Students are empowered to become positive contributors to society both individually and through partnerships.

VISION

The educational vision of Creekside rests in the belief that partnerships build communities. Founded on the teacher/student/parent partnership, we have built a community, celebrating the unique contributions of each individual and promoting cognitive, imaginative, physical, emotional, social, technical and creative development of all students. Our pledge is to provide high quality educational experiences intended to enhance the joy of discovery 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 and contributions in to their curriculum and the world around them. Environmental stewardship and service learning are woven into the fabric of our instruction in order to promote a strong social ethic in our student population. 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 through professional development, peer collaboration and leadership opportunities. 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 surrounds students with the resources best suited for their individual academic needs. Creekside accepts all students in the grades it serves who have completed the requisite paperwork. Students of Creekside are those who seek an alternative to traditional site-based education, who utilize the flexibility of our program with integrity, who look for personalization in educational offerings, and who represent the diversity of the Truckee-Tahoe region, Placer, Nevada and El Dorado Counties. In the first five years of charter operation, Creekside's enrollment was as follows (2013/14 = projections):

GRADE	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
K	14	20	22	22	22
1	10	10	11	19	22
2	11	10	11	11	22
3	12	12	11	11	22
4	9	12	11	11	22
5	8	5	8	11	22
6	4	6	5	14	22
7	0	0	0	8	0
8	0	0	0	0	0
IS	0	0	0	3	6
TOTAL	68	75	79	107	160

Grades Served and Projected Number of Students

DIVERSITY - Creekside's demographics reflects that approximately 28% of the currently enrolled students are socioeconomically disadvantaged. Although the majority of Creekside's population is comprised of English speaking Caucasian students, Creekside is actively recruiting culturally and linguistically diverse students in the community through multi-lingual informational packets, community outreach and partnerships with local organizations who serve a variety of diverse populations. This effort is resulting in a significantly more diverse student population in the 2013/14 school year.

GROWTH - Creekside acknowledges that to sustain a financially viable program it must maintain a steady enrollment growth pattern in the next five years. Due to the establishment of Squaw Valley Preparatory, our enrollment for the 2013/14 school year has resulted in allowing Creekside to extend its program to single grade classrooms with wait lists in all grades served.

TARGET NEIGHBORHOODS - While Creekside does not seek to replace any of its neighboring schools, modest growth plans (including student recruitment from Tahoe City, Truckee, Kings Beach, and surrounding areas in Placer, Nevada and El Dorado Counties) will further the school's goal of providing a financially responsible, academically successful option for the families residing in County and adjacent counties.

AN EDUCATED PERSON IN THE 21ST CENTURY

Creekside believes that an educated person in the 21st century will successfully combine social and personal responsibility with knowledge and skills, seeking not only personal growth but also a strong sense of civic and environmental stewardship for their local and global communities. In this pursuit, an educated person in the 21st century, students must have:

- The ability to access, evaluate and use information from a variety of sources
- The ability to identify and responsibly use the resources around them
- The ability to work well in both individual and collaborative settings
- The ability to think critically, drawing conclusions, solving problems, and creating through analysis, reflection, interpretation, reasoning and evaluation
- The ability to communicate, to understand and clearly express ideas, opinions, information, attitudes and feelings to and from diverse audiences through a variety of media
- The ability to demonstrate technological literacy and facility with computers.
- The self-confidence to celebrate his or her strengths, to set and achieve goals, and to be self-sufficient and empowered
- The curiosity and drive to sustain life long learning
- Personal integrity and self-motivation
- Appreciation for the diversity of all people
- The ability to imagine a more just, equitable and healthy world

HOW LEARNING BEST OCCURS

Creekside 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 standards-based, integrated subjects, student inquiry and project-based core curriculum, students are received at their current level and nurtured through mastery of concepts and skills. Parents enroll their students at Creekside Charter School for its foundational beliefs that learning best occurs when:

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

BENEFITS OF INDEPENDENT STUDY

Creekside 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.

PROGRAM OVERVIEW

Creekside blends independent study, classroom instruction and community-based educational experiences in a manner that is tailored to the needs and interests of each student. Individualized, innovative and involved learning 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. Individualized learning is dedicated to developing 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 individualized, innovative and involved learning 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
- Teacher and student developed inquiry-based projects, and technology imbedded activities
- Integrated subject instruction

Creekside offers the following educational program, overseen by highly qualified California credentialed Supervising Teachers:

- Hybrid Model – Up to 79% core classroom instruction, taking place Monday through Thursday, provides the scaffolding and supports students' needs while 21+% independent study, including enrichment offerings on Fridays, provide flexibility and life experiences necessary to teach the whole child.
- One-on-One Fall Assessments – The first two weeks of school are designated Independent Study, during which time each student meets individually with their assigned Educational Specialist for the purpose of beginning (or continuing) the personalization process through assessment of academic development and learning styles, review of IEP documents (if any), prior year(s) assessments and report cards and to discuss what goals and/or concerns the student has for the upcoming school year.
- Small Group Instruction – Small class sizes nurture the collaborative and individualized learning aspects of our program, allowing teachers, aides and parents to reach and support each student.
- Field Studies and Service Learning – Partnerships with Sierra Watershed Education Partnerships, Arts for the Schools, the UC Davis Environmental Team , TCPUD Parks and Recreation Department, and other community organizations bring students' emerging knowledge and skills into the community

- Enrichment Offerings – 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, global cultures, physical education, computer technology, alpine and nordic skiing, drama.
- Inter-School Shared Experiences – By reaching out to community and global classrooms, students and teachers are able to share their knowledge, ideas and perspectives with peers outside their classroom communities.

Creekside has established a unique partnership with the Creekside Enrichment Program, an independent study option available to students of Creekside 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 offerings, 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, robotics, film, team-building, Odyssey of the Mind, foreign language, Alpine and Nordic skiing, family field trips, cultural performances, Destination Imagination and other enriching experiences intended to take Creekside students out of the classroom 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 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 1st-4th grade Creekside student might include the following schedule of core instruction Monday-Thursday, with optional enrichment offerings during independent study Fridays:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CORE CLASSROOM INSTRUCTION 8:30-2:15	CORE CLASSROOM INSTRUCTION 8:30-2:15	CORE CLASSROOM INSTRUCTION 8:30-2:15	CORE CLASSROOM INSTRUCTION 8:30-2:15	INDEPENDENT STUDY: FRIDAY FAMILY FIELD TRIP
CORE CLASSROOM INSTRUCTION 8:30-2:15	CORE CLASSROOM INSTRUCTION 8:30-2:15	CORE CLASSROOM INSTRUCTION 8:30-2:15	CORE CLASSROOM INSTRUCTION 8:30-2:15	INDEPENDENT STUDY: ENRICHMENT WORKSHOPS 9:00-1:00
CORE CLASSROOM INSTRUCTION 8:30-2:15	CORE CLASSROOM INSTRUCTION 8:30-2:15	CORE CLASSROOM INSTRUCTION 8:30-2:15	CORE CLASSROOM INSTRUCTION 8:30-2:15	INDEPENDENT STUDY: ENRICHMENT WORKSHOPS 9:00-1:00
CORE CLASSROOM INSTRUCTION 8:30-2:15	CORE CLASSROOM INSTRUCTION 8:30-2:15	CORE CLASSROOM INSTRUCTION 8:30-2:15	CORE CLASSROOM INSTRUCTION 8:30-2:15	INDEPENDENT STUDY: ENRICHMENT WORKSHOPS 9:00-1:00

Typical 20-day Learning Record Period

Supervising Teachers at Creekside Charter School take every opportunity to find “teachable moments.” Meals and recesses are no exception. All students break for a 20-minute morning snack and recess, eating and playing together to build social skills and physical development. Classes resume at until the mid-day break at noon. Again, students eat and play together for approximately 30 minutes and the Kindergarteners

are dismissed for the day. The remaining students return to their classrooms for instruction until they are dismissed.

In the classrooms, student seating, activities and assignments reflect a collaborative approach, integrating direct instruction with inquiry-based, experiential learning. Subjects are integrated and infused with technology. Supervising Teachers support individual learning styles and levels through one-on-one, small group and whole class instruction, individualized projects and activities and regular assessment.

CURRICULUM MODEL

The Creekside curriculum model is designed to nurture optimal learning through a California state standards-based, inquiry and experiential core curriculum, on a learning level, utilizing the collaborative education resources of Supervising Teachers, students, parents and community members. The program's structure begins with the Student Master Agreement, 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 and Student Portfolios. The school year is divided into trimesters of 12 weeks each. 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 trimester, as specified in the student's Master Agreement, constituting a record of the student's attendance. Creekside takes pride in its reputation for thorough and organized documentation with clear audit reports for the four years of its operation.

Due to the unique nature of our program, Creekside fosters strong communication in all directions and seeks to provide ongoing education opportunities to its staff, parents and students on the rigorous expectations and responsibilities of all participants. To that end, each parent/guardian attends orientations, learning record conferences and is provided with a Parent/Student Handbook. Teachers attend weekly staff meetings, monthly peer collaboration days and fall and spring planning sessions, along with ongoing professional development workshops both on and off location.

CALIFORNIA STATE STANDARDS-BASED CURRICULUM: A high quality curriculum based on California Content Standards, and in the future, Common Core State Standards is used for all students. Highly qualified Supervising Teachers use their extensive professional knowledge and experience to differentiate instruction and materials to be accessible to all students and allow them to meet or exceed the state standards and experience individual success. Supervising Teachers 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 Charter School develop social and study skills along with their academic skills such as selecting, developing, and completing self-assessments; design and presentation of projects within the classroom and in-service learning activities. Interpersonal skills are developed through collaborative learning activities and mentoring, physical education activities, Enrichment offerings and within the core classroom instruction environment.

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 Squaw, Homewood Mountain Resort and Alpine Meadows Resort, Nordic skiing through Tahoe City XC, service learning projects with Sierra Watershed Education Partners, physical conditioning through Crossfit-Truckee, 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 Enrichment Friday might look like the following:

CORE CURRICULUM AND IMPLEMENTATION

THE LANGUAGE ARTS CORE CURRICULUM prepares students to meet California State Standards and Common Core State Standards demands. The curriculum includes Houghton Mifflin, Words Their Way, Handwriting Without Tears, Pearson Readers Street, Great Books, Novel-ties, ZooPhonics and a wide range of teacher-designed curricula. Combined with a literary rich environment, this individualized and innovative approach 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, along with a variety of formative and summative assessments throughout the school year..

THE MATH CORE CURRICULUM relies on benchmark examinations sources from the California State Standards and Common Core State Standards, focusing on individual learning objectives and global application. All students are assessed through Ed Performance Series, OARS, or other assessment resource to measure standards mastered by each student. The program incorporates Right Start Math, Houghton Mifflin, McGraw Hill, CK-12 Flexbook, College Preparatory Math and Math Their Way curriculum, along with various teacher-designed curriculum and online mathematic study supplement resources. Students have access to a variety of student-centered activities agreed upon by the student, Supervising Teacher and parent(s). Standards-based projects, assignments and activities 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 student access to a variety of science programs, including Delta-Foss Science, GEMS, CK-12 and teacher-designed curricula. Science instruction is experientially project driven and may include 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 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 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 Oxford University Press, Pearson-Scott Foresman, TCI-History Alive and teacher designed curricula, focusing on the California State Standards. Students engage in interaction, small group and whole group activities, and in-depth projects and presentations, bringing personal relevance, awareness of primary and secondary sources, engagement with and meaning to the curriculum.

FOREIGN LANGUAGE focuses on Spanish for students, engaging in conversational elements and being supported through classroom instruction, supplemented with online programs to maximize technology as a venue for learning. Students become proficient in Spanish as a tool to engage the global community, allowing students exposure to cultures other than their own, and in some cases, augmenting their current understanding of the language. Students meet in small groups with the instructor to learn the in-depth fundamentals of the language and culture, including history, cultural practices, visual arts, and idioms.

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 engage in fine arts activities integrated as a complement to core curriculum instruction as well as 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 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.

21ST CENTURY SKILLS are an area of focus as we develop strategies to ensure every child's success as citizens, communicators, collaborators and workers in the 21st century. Staff use a variety of tools to enable students to achieve mastery in core subjects, be critical thinkers (inquire), problem solvers, good communicators, good collaborators, information and technology literate, flexible and adaptable, innovative and creative, and nationally/globally competent, and environmentally literate. Students engage in guided and independent student-developed activities which imbed the

academic core with the application of the arts, literacy, sciences, mathematics, and technology.

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 and technology is integrated in subject mastery, providing 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 AND CHARACTER DEVELOPMENT

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

SPECIAL NEEDS

Creekside believes that every student can achieve success in this program. It is the full intention of Creekside to support the academic needs of all its students. The goal of Creekside 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 in which each member of the education team of teacher/parent/student participates at every step.

PLAN FOR DIFFERENTIATION

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program in which each member of the education team of teacher/parent/student participates at every step.

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

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

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

- ✓ Instructional modification: Instructional activities and materials may be modified to accommodate different learning styles and needs, such as provision of accessible text.
- ✓ Support classes: Creekside's proposed schedule includes weekly study hall periods where a student can receive additional support from certificated staff, as needed.
- ✓ Computer-based interventions: Creekside intends to make use of continually improving academic intervention software for skill remediation, for CAHSEE preparation and/or for support with core class work.
- ✓ If a student is still not achieving at grade-level standards despite consistent participation in the above interventions, a Student Success Team meeting will be conducted with a student's parent/guardian and school. More information about the Student Study Team (SST) can be found in the following section on Special Education Students.
- ✓ Creekside may develop additional group intervention classes either during, before, or after school depending on student needs and staff availability and scheduling demands. For example, if a substantial number of 9th grade students need a particular type of support, the school will offer extra math tutorial sessions during study hall.

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

- ✓ Special projects and assignments.
- ✓ Independent study projects
- ✓ Online courses
- ✓ Service learning opportunities
- ✓ Mentoring opportunities

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

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

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

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

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

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

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

Strategies for English Learner Instruction and Intervention - English Learners have full access to Creekside's educational program and will be supported to achieve English language proficiency. Once an English Learner is identified, a conference will be scheduled with the parent to outline the instructional program, the teacher's role in its implementation, and the teachers', parents' and school's role in providing support. Creekside will use annual CELDT data, teacher observations, and STAR test data to identify EL student needs and reclassify English Learners students as English proficient when appropriate. Once an EL student is reclassified, Creekside will continue to monitor the student's performance in English for at least two years.

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

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

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

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

Creekside hires CLAD or BCLAD certified, experienced teachers and work with other EL specialists as appropriate to develop effective programming. Teacher professional development will address strategies to provide EL students with full access to the curriculum. Creekside ensures teacher awareness that raising EL students’ rate of English acquisition and overall academic performance is not only a moral imperative, it is also a factor in the Academic Performance Index (API) and in Annual Yearly Progress (AYP). Instructional staff will monitor progress of ELs throughout the year to ensure that students are on track for meeting growth goals. Creekside will comply with all applicable laws with respect to English Learner students, including those pertaining to identification, provision of services, assessment and reclassification.

SPECIAL EDUCATION: Creekside governance board, administration and faculty understand that the school is responsible for serving students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education. Under these laws, the school has various options on how to deliver special education and related services either as (1) public school of the district, or (2) an independent local education agency.

Creekside intends to continue functioning as a “public school of the local education agency that granted the charter” for purposes of providing special education and related services pursuant to Education Code Section 47641(b). Creekside appreciates this opportunity and is committed to working with the Special Education Department of Newcastle Elementary School District to ensure that each student’s special education

needs are being met as outlined in a student's individualized education program (IEP), and in accordance with applicable laws. Creekside has retained special education service providers (RSP and SLP) who will work with the NESD Special Education Director to provide services to pupils, prepare appropriate documentation and records, and identify and refer students as needed. A Special Education MOU between Creekside Charter Management and Newcastle Elementary School District will define the responsibilities for special education services and oversight, as well as the manner in which special education funding will flow to the students of Creekside, following the language and intent of Education Code Section 47646 and 20 U.S. C. 1413.

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

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

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

Student Study Team: Creekside also plans to implement a student study team (SST), a general education function, model to the maximum extent feasible to attempt to meet all student needs within the regular instructional setting prior to referral for formal assessment for special education purposes. Such teams will typically consist of the student's Master Teacher, student support staff, a school administrator, the student's parent/guardian, and other relevant professionals. The team will oversee development of plans to meet students' needs, if possible,

without referral to assessment for special education needs. The team will monitor students' progress and revise intervention plans as necessary.

- ✓ **Referral and Assessment:** In the event that formal interventions provided through the SST are not successful and there is reason to believe that special education needs could be involved, Creekside will seek to secure a formal and appropriate assessment conducted by qualified staff. The school initially anticipates that these assessments would be conducted by the psychological services staff that performs such services for the NESD. If this assessment identifies that the student has exceptional needs and requires special education and/or related services under the terms of applicable special education law, Creekside anticipates working with appropriate NESD staff and retained service provider(s) to convene and conduct an individualized educational plan (IEP) team meeting and implement appropriate services/accommodations.
- ✓ **Individualized Education Plans and Service Delivery:** Creekside will participate actively and as appropriate in planning and conducting the IEP team meetings and processes. The school would commit to implementing all special education and related services called for by the IEP in partnership with NESD and/or SELPA. Creekside understands that student progress toward the goals specified in the IEP will be monitored regularly, reviewed annually, and formally reevaluated triennially. Retained resource specialists will help Creekside teachers individualize their classroom teaching and provide appropriate accommodations and/or modifications to ensure that the needs of all special education students are being met.
- ✓ **Due Process:** In the event of a due process claim to enforce provisions of applicable special education law, Creekside is committed to working in cooperation with NESD to the maximum extent permitted under law to respond to and defend the school and the district in the process.
- ✓ **Section 504:** The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Executive Director or designee and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine

eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

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

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

Right to Pursue LEA Status: As noted above, Creekside initially anticipates functioning as a public school of the District for purposes of special education. Creekside shall also retain the right to pursue independent local education agency

(LEA) status pursuant to Education Code Section 47641(a). In the event that the school opts not to establish independent LEA status, it shall remain a public school of the NESD for special education purposes as required by Education Code Section 47641(b), and shall continue to receive funding and services pursuant to the terms of this section and any related annual agreements.

TEACHER QUALITY

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

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

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

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

English Learners and academically high and low achieving students. Teacher collaboration and professional development will begin each summer prior to the start of school and continue throughout the school year.

Given Creekside's emphasis on individualized learning, infusing a high degree of project-based, integrated subject and infused technology, teacher professional development will be an integral part of teacher orientation and ongoing development. In addition to teacher/staff professional development supporting high quality standards-based projects, professional development may also focus on other approaches to:

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

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

Creekside's education philosophy integrates a high level of participation by parents seeking an alternative for their children. Drafts of the charter and major changes are run by the founding parents for input. Parents will continue to be involved in the implementation and decision making of the school through participation on the governing board and on school committees. Parents will be encouraged to connect the school to community resources that can support the work of the school. Creekside will

also connect with parents through services that bring them to campus and have a benefit for them, such as parenting workshops on internet safety, effective communication with adolescents, nutrition education, supporting a student who is involved in competitive extra-curricular teams.

ELEMENT TWO: MEASURABLE STUDENT OUTCOMES

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. (California Education Code Section 47605(b)(5)(B))

PUPIL OUTCOME GOALS: Creekside Charter School's educational philosophy, curriculum and anticipated student outcomes grow out of our experience and our community partnerships. We understand the commitment and standards that need to be maintained in order for students to achieve academic and individual success. Creekside outcomes are aligned with the mission, curriculum and assessment of the school and are designed through individualized learning, innovation and involvement to help each student achieve high levels of proficiency, realize success in athletic, performance or other competitive endeavors, and become contributing citizens within their respective neighborhoods and global communities.

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

- ✓ Demonstrate high proficiency in Language Arts, Math, Social Science and Science;
- ✓ Demonstrate organizational skills which are appropriate to age/grade level and which are aligned with the California State Content Standards and Common Core State Standards for: Language Arts, Math, Social Science and Science, Physical Education/Health, World Languages and Visual and Performing Arts; and
- ✓ Demonstrate learning skills which are appropriate to age/grade level and which are aligned with the California State Content Standards and Common Core State Standards for: Language Arts, Math, Social Science and Science, Physical Education/Health, World Languages and Visual and Performing Arts.

Creekside will meet all standards and conduct all required state mandated student assessments as required by the charter school legislation. This includes STAR, CEDLT and any other requirements of ESEA. Supervising Teachers, and Instructors will measure progress through quizzes, essays, projects, performances, portfolios, exhibitions, tests, assessments, labs and exams.

Progress will be discussed on a regular basis with parents and students. Utilizing the aforementioned assessment tools, Creekside will pursue the measurable pupil outcome goals listed below.

Focus	Measurable Outcome Goal
English/Language Arts	<ul style="list-style-type: none"> • Meet Common Core Standards for English/Language Arts
History/Social Science	<ul style="list-style-type: none"> • Meet state standards for History/Social Science
Mathematics	<ul style="list-style-type: none"> • Meet Common Core Standards for Mathematics
Science	<ul style="list-style-type: none"> • Meet state standards for Science
Physical Education/Health	<ul style="list-style-type: none"> • Meet state standards for Physical Education/Health
World Languages	<ul style="list-style-type: none"> • Meet stand standards for World Languages
Visual / Performing Arts	<ul style="list-style-type: none"> • Meet state standards for Visual / Performing Arts
Technology	<ul style="list-style-type: none"> • Meet CCS standards for Technology
English Language Development	<ul style="list-style-type: none"> • EL students will make progress toward fluency in English
Special Education	<ul style="list-style-type: none"> • Special Education students will achieve or make progress toward the learning goals in their Individualized Education Plans

Though CSTs do not measure the same standards from year to year, student movement across proficiency band levels (i.e., Below Basic to Basic) may still serve as a general indicator of progress. Combined with course grades, benchmark assessments and other evaluative tools, they will be informative of student progress. Because CSTs in science and history-social science assume grade level reading comprehension of highly specialized content area text, CST scores in these areas may be considered alongside students' proficiency in reading. Additionally, all pupils and groups of pupils served will demonstrate increases in academic achievement in English/Language Arts, Mathematics, History/Social Science, and Science, as measured by EdPerformance or other similar school-wide assessment tools.

ELEMENT THREE: 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 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, student performance is measured through the following means:

GOAL 1 – PROFICIENCY IN ENGLISH/LANGUAGE ARTS

Students meet or exceed grade level state content standards K-8, developing strong reading, writing, speaking and presentation skills, with communication skills appropriate to the setting and audience. Students comprehend and critically interpret multiple forms of expression.

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

- Assessments (i.e., teacher-created, publisher and online sourced)
- Homework assignments graded with teacher and/or student-developed rubrics
- Individual or team projects
- Statewide standardized assessment (CST)
- Demonstration and Performance
- Teacher Observation

GOAL 2 – PROFICIENCY IN MATHEMATICS

Students meet or exceed 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 is measured through:

- Assessments (i.e., teacher-created, publisher and online sourced)
- Homework assignments graded with teacher and/or student-developed rubrics
- Individual or team projects
- Statewide standardized assessment (CST)
- Demonstration and Performance
- Teacher Observation

GOAL 3 – PROFICIENCY IN HISTORY-SOCIAL SCIENCE

Students 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 is measured through:

- Assessments (i.e., teacher-created, publisher and online sourced)
- Homework assignments graded with teacher and/or student-developed rubrics
- Individual or team projects
- Statewide standardized assessment (Grade 8)
- Demonstration and Performance
- Teacher Observation

GOAL 4 – PROFICIENCY IN SCIENCE

Students meet or exceed grade level content standards K-8 and 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 is measured through:

- Statewide standardized assessment (Grades 5 and 8)
- Assessments (i.e., teacher-created, publisher and online sourced)
- Homework assignments graded with teacher and/or student-developed rubrics
- Individual or team projects
- Demonstration and Performance
- Teacher Observation

GOAL 5 – LIFE SKILLS

Students develop life skills which promote leadership, collaboration, 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 are measured through teacher observation of students’:

- Engaging in and reporting on at least one service learning activity each school year
- Ability to organize and manage responsibilities and materials
- Ability to choose and use resources with environmental and social mindfulness.
- Ability to work collaboratively to find solutions to problems
- Ability to recognize the value of differing perspectives, beliefs and ideas
- Ability to maintain a physically fit lifestyle
- Ability to successfully apply technological skills in the pursuits of life

GOAL 6 – VISUAL & PERFORMING ARTS, COMMUNITY SERVICE AND CHARACTER DEVELOPMENT

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 are 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 develop and maintain physical fitness, nutritionally awareness and healthy habits meant to last a lifetime. Student Physical Education skills and knowledge are measured through:

- 5th and 7th grade physical fitness test
- Teacher observation
- Grade level presidential physical standards assessments
- Parent/Guardian participation logs
- Rubrics

GOAL 8 – 21ST CENTURY SKILLS

Students will be active collaborators in the teaching and learning process (e.g., students act as co-creators of knowledge along with other students, teachers and education leaders; students help identify, craft and complete meaningful capstone projects and other inquiry-based learning experiences).

Every student will be encouraged to create and manage his/her progress in an age-appropriate personal learning plan that includes his/her goals for content knowledge and skill acquisition inside school (classes and class work) and outside school (after school, extracurricular). Student skills and knowledge will be measured through:

- Projects and presentations
- Teacher observation
- Grade level standards assessments
- Parent/Guardian participation logs
- Rubrics

ASSUMPTIONS ABOUT ASSESSMENT

Our choice of methods to assess pupil progress is based on the following five 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 Supervising Teachers.

ASSESSMENT METHODS

While Creekside believes that all students are able to achieve the required standards by graduation, not all progress at the same rate. Evaluation of student 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 also includes a variety of the following:

- Ongoing and periodic review of work at learning record conferences
- Annual portfolios with samples in each subject area for each term
- Parent and Supervising Teacher observations
- 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

Creekside complies with the requirement to inform parents about the transferability of our courses to other public schools. We will accomplish this through parent orientation and/or meetings and through our Student/Parent Handbook provided annually to each family.

USE AND REPORTING OF DATA

Typically, the first week of school are designated Independent Study and are a time when Supervising Teachers meet with students to conduct one-on-one academic and learning styles assessments. The Supervising Teachers use this information, combined with prior years assessments, to personalize each student's curriculum for the year and as a means to more effectively support individual student success. Student progress assessment is available to students and parents through conferences. Information includes:

- Report cards
- Learning Records
- Portfolios
- Electronic (web based) communication.

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))

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

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

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

- ✓ Developing annual goals for the school and long range plans with input from the Director, teachers, and parent action committee
- ✓ Establishing and approving all major educational and operational policies

- ✓ Approving all major contracts
- ✓ Approving the school's annual budget and overseeing the school's fiscal affairs
- ✓ Working with the Executive Director to develop and conduct an annual evaluation the performance of the Executive Director via 360 degree process involving staff, parent and student input
- ✓ Working with the Executive Director to develop a process for teacher and staff evaluations, which shall be conducted by the Executive Director on an annual basis.
- ✓ Assessing Creekside's goals, objectives, academic achievements / student progress, financial status, and any need for redirection
- ✓ Evaluating school and student performance
- ✓ The Board of Directors is the responsible agent for the accountability requirements established by the California Charter Schools Act of 1992 and the school's Charter. As a part of this responsibility, the board will submit a yearly programmatic performance review to the NESD, including an assessment of the school's educational performance and its administrative and financial fitness. This report will also assess how well the school is fulfilling the programs outlined in this charter, specifically regarding student progress
- ✓ Receiving reports from, and providing recommendations to, the Creekside Charter School Executive Director and staff.

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

THE BOARD OF DIRECTORS, MAKE-UP OF THE BOARD OF DIRECTORS: The Board of Directors will be comprised of between 7 to 9 members with legal, financial, and pedagogical expertise. In accordance with Education Code Section 47604(b), the

District Board is entitled to one representative to serve on the CCM Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, this district representative will not be the District superintendent or board member

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

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

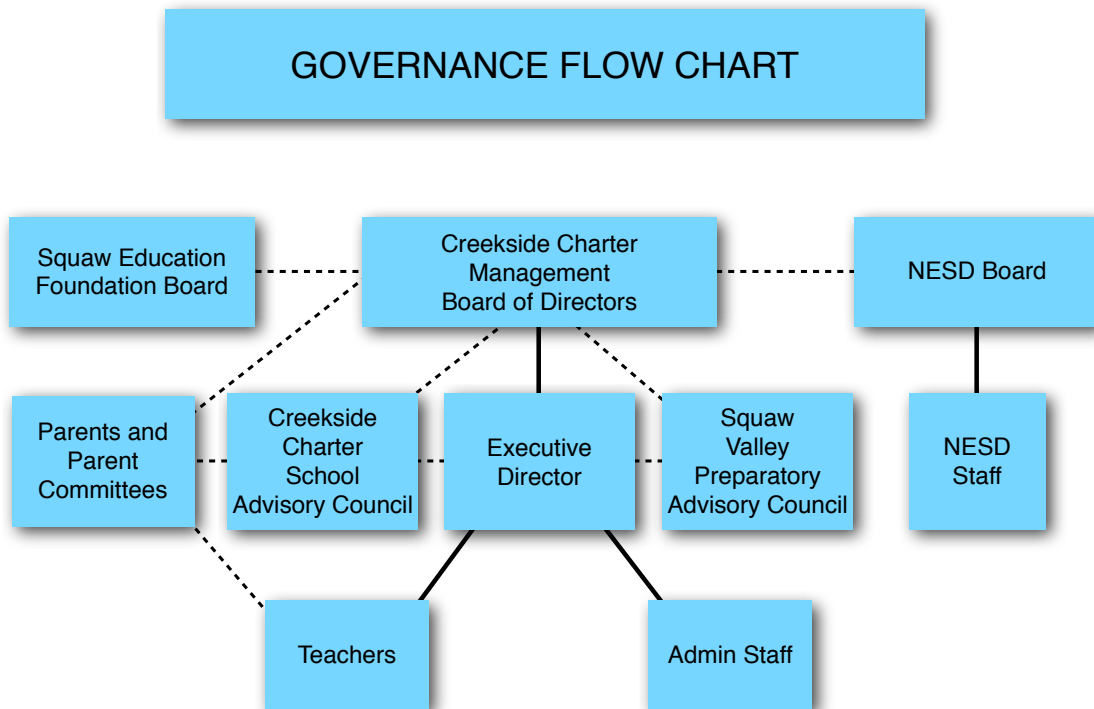
5. ELECTION, TERM, AND REMOVAL PROCESS FOR BOARD MEMBER: The board members will be chosen using the following methodology:

- ✓ Each December, the Board of Directors will accept nominations of candidates for serving on the Board of Directors for any vacancies or expiring terms. Parents, teachers, and community members interested in serving on the CCM Board will have an opportunity to give brief, five-minute presentations regarding their qualifications.
- ✓ Elections, if any, will take place in January according to the processes specifically set forth in the CCM Board Bylaws.
- ✓ The District may appoint a member to the board of directors if it so desires.

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

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

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



BOARD TRAINING AND SUSTAINABILITY: CCM and Creekside are committed to continuous improvement and on-going training to assist the CCM Board of Directors in fulfilling its responsibilities to act as stewards for the charter school. To this end, the Board will seek appropriate training and educational opportunities, both as a full Board and individually. Such training experiences may include full-board training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. Training and education for new Board members will also be critical to ensure that these new members fully grasp their responsibilities as Board members and develop the requisite expertise in public school oversight and monitoring to be effective. New Board members will go through an initial orientation and will be allowed a stipend to attend supplemental training sessions in areas of school oversight where they are deficient. CCM and CCS will maintain in effect general liability and board member errors and omissions insurance policies.

CREEKSIDE CHARTER SCHOOL ADVISORY COUNCIL (SAC): The advisory role of the SAC, comprised of the Director/Site Administrator, teachers, school staff, parents/community members and students, is to advise the Creekside Charter Management

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

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

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

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

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

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

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

CERTIFICATED STAFF

Each employee at Creekside Charter School will meet the state licensing requirements for the position that he/she holds. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the Executive Director and CCM Board, as set forth in the provisions of the No Child Left Behind Act.

SUPERVISING TEACHERS: The skills and responsibilities of Supervising Teacher in an Independent Study program require a unique set of skills and commitment. Creekside Charter School will recruit teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These Supervising Teachers 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. Supervising Teachers 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 Charter School Supervising Teachers 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 Charter School.

Creekside Charter School may seek to hire non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of an 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 Charter School Supervising Teachers 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 Supervising Teachers, 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 in technology integration and technology tools
- Knowledge and experience with principals and application of Positive Discipline classroom management practices.
- Experience in the Independent Study model is highly preferred.

Supervising Teachers teaching within the Creekside Charter School Independent Study program will be subject to the Creekside's policies for certificated teachers and will be deemed to be employees of Creekside Charter School.

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

Leadership Competence

- The ability to articulate and support the philosophy and direction of the CCS academic program;
- The ability to implement program initiatives through appropriate professional development for staff;
- The ability to lead effectively within a team environment;
- The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school;
- The ability to use appropriate communication tools, especially current technologies;
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation;
- The ability to implement a shared decision making process agreed upon by all stakeholders;
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the school;
- The ability to make informed, objective judgments;
- The ability to work with all staff to create an effective staff development plan for all staff;
- Ability to maintain and promote confidentiality as the norm under which the school operates;

- The desire and ability to engage in continuing education and skills upgrading.

Administrative Competence

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

Overall Qualifications (Desired/Preferred)

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

CLASSIFIED STAFF

All classified staff will possess experience and expertise appropriate for their position within Creekside Charter School, as outlined Creekside's adopted personnel policies, including:

TEACHERS AIDE: Creekside 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
- High School Diploma or equivalent
- AA degree or 48 units
- Ability to read, write and speak English
- Technology proficiency (email, word processing, internet use)
- Ability to perform the following functions:
 - ~ Assist students in reading, spelling, math, and other content areas
 - ~ Perform a variety of routine clerical and record keeping 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 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; and
- Technology proficiency (email, word processing, internet use)

Ability to:

- Demonstrate proficiency in reading, writing, and mathematical skills sufficient to obtain a passing score on a standardized proficiency test;
- Analyze situations and take appropriate action in a variety of procedural matters without immediate or direct supervision;
- Learn and effectively use computer software 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; and
- Establish and maintain effective work relationships with those contacted in the performance of required duties.

REQUIRED

All staff and personnel of Creekside 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 Creekside 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 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 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. Creekside 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 Creekside will be used in the employment of Creekside employees.

The CCM Board and Executive Director will have the authority to create additional formal job descriptions for each position, recruit, interview and recommend candidates. The Executive Director will have the shared responsibility of evaluating the performance of the teaching and administrative staff according to Creekside's 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 Charter School has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies include:

- A requirement that each employee of Creekside 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 Creekside 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 Creekside 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; and
- 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 CCM Board Policies. These policies will be incorporated as appropriate into Creekside's Student-Parent Handbook and the Employee 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 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 the greater Tahoe Community:

- 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.
- CCS will include in its annual reporting to the District updates on its Diverse Population Strategy progress, which shall be subject to review in the charter renewal process.

Because CCS seeks a targeted student population whose families may not be reachable by traditional means, we have established a committee for the purpose of maintaining an active and ongoing Diverse Population Strategy.

ELEMENT EIGHT: ADMISSION REQUIREMENTS

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

ADMISSION: Creekside Charter School actively recruits a diverse student population. Students who understand value the Creekside mission and are committed to the school's instructional and educational philosophy will be encouraged to apply. Admission is open to any resident of Placer, Nevada, El Dorado, Yuba, Sutter, and Sacramento Counties who is of legal age to attend public school. Pupils will be considered for admission without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Current law regarding non-classroom based charter schools shall determine admission according to place of residence of student's parents or legal guardians.

NO ADMISSION TESTING: Post matriculation, Creekside Charter School will hold a grade-level knowledge-based examination, which allows the administrator or testing coordinator to assess the students' readiness for the grade of entrance; however, such assessments will not be used as a means to prohibit or discourage certain students from attending. Post matriculation, various assessments may be administered to further determine readiness or maintenance of the said grade. These instruments aid in the development of individualized learning plans for children. Children who are working below grade level or simply need a little extra help will be provided extra tutoring and other services designed to remediate any deficiencies.

APPLICATION AND ENROLLMENT PROCESS: Creekside has an annual recruiting and admissions cycle, which includes reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents, (3) an admissions application period, (4) an admissions lottery, if necessary, and (5) enrollment. The school may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.

Creekside utilizes a Request for Admission Form and Student Enrollment Packet for all prospective students. Included with the Student Enrollment Packet will be an information sheet detailing the educational philosophy, discipline policy, and parent participation plan of the Creekside Charter School, all of which will also be posted to the school website.

Timeline: Applications for admission will be made available in February and will be due by the last Friday of March. The school will hold parent information meetings between January and March so parents can learn more about the school before they apply.

The Public Random Drawing (“Lottery”) and Priority Admissions: Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

The lottery will take place during the last week of March. Exemptions in the case of a public random drawing shall be given to the following pupils in the following order:

- Students currently enrolled at Creekside.
- Siblings of enrolled students in CCM schools.
- Children of eligible CCM employees first, CCM Founders/Board Members second, and SEF Board Members third. This collective preference will be applied to no more than 10% of the total enrollment. “Eligible employee” shall be defined as an employee who has executed a contract for the subject year of enrollment, constituting a minimum 0.5 full time equivalent (FTE) position.
- Residents of Placer County, only in the event that the entire enrolled student population residing in Placer County falls below 51% of total CCS enrollment.

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

- Pupils residing within the Newcastle Elementary School District.
- Pupils for whom special consideration is required to comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, or the Equal Protection Clause of the United States Constitution.
- Students seeking to change schools under the public school choice provisions of ESEA Title I.

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

The Enrollment Process: Each spring, after the lottery for admission, the school will hold orientation meetings for parents. During orientation meetings, staff and parents will review school policies and be asked to sign the family-school agreement and official enrollment papers. The enrollment packet also includes information regarding student immunization records and a list of emergency contacts. Parents

will also, at this meeting, have the opportunity to sign up with a parent committee through which they can donate volunteer hours to the school. Parents and legal guardians will also receive a family-student handbook during this orientation. This is a mandatory meeting.

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)(l))

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

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

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

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

PROGRAMMATIC AUDIT: To make sure that the school is living up to the terms of its charter, the Board of Directors will develop a checklist of programs and goals described in this charter, and every year will appoint a committee of parents and community members to determine the school's success at implementing those programs and meeting those goals. The Board will then, in coordination with the teachers and parents at the school, make recommendations as to how the school can further refine its program so as to meet the terms of the charter and fulfill the promise of our school vision. This analysis and the resulting recommendations will be described in an annual programmatic performance review to the district. We will also release this report to parents and the public at an annual public meeting. The programmatic performance review will include the following:

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

ELEMENT TEN: PUPIL SUSPENSION AND EXPULSION

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

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

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

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

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

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

The charter school Executive Director and/or Site Administrator shall ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer students and their parents/guardian shall be so

advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.

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

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

Grounds For Suspension And Expulsion Of Students: A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at the school or at any other school site: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity. A CCS student *shall be* recommended for suspension or expulsion for the following acts:

- ✓ Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- ✓ Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the charter school Head of School or designee's concurrence.
- ✓ Unlawfully possessed, used sold or otherwise furnished, or was under the influence of, any controlled substance as defined Health and Safety code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- ✓ Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- ✓ Committed or attempted to commit a sexual assault as defined in Penal code section 261, 266c, 286, 288, 288, 288a or 289, or committed a sexual battery as defined Penal Code 243.4.

- ✓ Made terrorist threats against school officials and /or school property.
- ✓ Committed sexual harassment as defined in Education code Section 212.5.
- ✓ Caused, attempted to cause, threatened to cause, or participated in an act of hate-violence as defined in Education Code Section 233(e).

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

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

of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

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

Suspension Procedure: Suspensions shall be initiated according to the following procedures:

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

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

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

Authority to Expel: Only the CCM Board of Directors upon the recommendation of the expulsion panel may expel a student. The expulsion panel shall be made up of two teachers and one member of the CCM Board of Directors. The teachers shall not also be members of the CCM Board or the primary teacher of the student being considered for expulsion. The member of the CCM Board shall not be a CCS employee or an

immediate relation of such an employee. The Board of Directors may expel any student found to have committed an expellable offense(s) listed above in the “Grounds for Suspension and Expulsion.”

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

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

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

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

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

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

Rules of Evidence. While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A

recommendation by the expulsion panel to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

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

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

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

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

Special Procedures For Expulsion Hearings Involving Sexual Assault Or Battery Offenses. The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- ✓ The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- ✓ The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- ✓ At the discretion of the person or panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- ✓ The person or panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

- ✓ The person or panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- ✓ Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person or panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- ✓ If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- ✓ The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- ✓ Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- ✓ Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

Presentation of Evidence. While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the

kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

Disciplinary Records. The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

No Right to Appeal. The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

Expelled Pupils/Alternative Education. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans. Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission. The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully

completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Special Procedures For The Consideration Of Suspension And Expulsion Of Students With Disabilities.

Notification of District. The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

Services During Suspension. Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

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

- ✓ If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- ✓ If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
- ✓ If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
- ✓ If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
- ✓ Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- ✓ If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- ✓ Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

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

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

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

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

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

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

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

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

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

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

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

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

ELEMENT ELEVEN: RETIREMENT 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))

For retirement benefits, CCM anticipates that it will offer STRS to its certificated staff and either PERS or an equivalent contribution amount to an individual retirement account and social security to its non-certificated full-time staff.

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

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

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))

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

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))

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

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

Charter school employees are not subject to district transfers.

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

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

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

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

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

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

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

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

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

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

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

ELEMENT FIFTEEN: PUBLIC SCHOOL EMPLOYER

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

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

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 disposition of assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. (California Education Code Section 47605(b)(5)(P))

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

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

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

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

- ✓ An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.
- ✓ An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
- ✓ An assessment of the disposition of any restricted funds received by or due to the school. The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33. Prior to the distribution of any remaining net assets of the school, the Authorized Closer shall:
 - Determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set

forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and

- Dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

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

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

MISCELLANEOUS PROVISIONS

BUDGETS

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

Education Code Section 47605(g).

FINANCIAL PLAN: A financial plan for the school is attached. This plan is based on the best data available to the developers at the time the plan was assembled. The plan is based on many key assumptions, as outlined in the financial plan.

FINANCIAL REPORTING

Budget and Financial Reporting Schedule: CCM will annually prepare and submit to NESD:

- ✓ On or before July 1st, a final budget. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- ✓ On or before December 15th, an interim financial report which reflects changes to the final budget through October 31st.
- ✓ On or before March 15th, a second interim financial report which reflects changes to the final budget through January 31st.
- ✓ On or before September 15th, a final unaudited financial report for the prior full fiscal year.

Other Financial Reporting

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

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

FACILITIES

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

Education Code Section 47605(g).

As an independent charter school located in the Olympic Valley and in a community partnership with Squaw Corp. and the Squaw Education Foundation, it is the intent of Creekside to enter into a facilities use agreement to house Creekside in SEF in the Olympic Valley area.

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

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

ADMINISTRATIVE SERVICES:

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

Education Code Section 47605(g)

Creekside anticipates outsourcing the business functions of the school to a specialized charter school-specific provider to perform most of the business operations of the school. We anticipate utilizing an experienced charter school provider to set up the

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

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

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

CIVIL LIABILITY IMPACT

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

Education Code Section 47605(g).

Creekside shall be operated by Creekside Charter Management, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

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

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

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

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

TERM: The term of this Charter is be 1st of July 2011 through the 30th June 2016. This Charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties if, as a result of its annual review, the charter-granting agency determines that Creekside 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.

REVISIONS: Material revisions of the provisions contained in this Charter may be made in writing, by the mutual agreement of Creekside Charter Management and Newcastle Elementary School District Board. Material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47607 and 47605 and their implementing regulations.

SEVERABILITY: The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Newcastle Elementary School District Board and the Creekside Charter Management Board of Directors. Newcastle Elementary School District and Creekside Charter Management agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

MISCELLANEOUS: The Newcastle Elementary School District and Creekside Charter School shall engage in a mutually agreeable Memorandum of Understanding, which outlines further details of the relationship between the District and CCS. The MOU shall include, but not be limited to the following:

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

The charter school may procure administrative services from the district, including site budgeting, instructional programs, development, payroll and purchasing services and some degree of personnel support. Specific terms of most of these services should be covered by the memorandum of understanding. The district will also be expected to provide oversight and performance monitoring services,

including the monitoring of school and student performance data, reviewing the school's financial statement and audit reports, performing annual site visits, and considering charter amendment and renewal requests.

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

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

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