

Forum/San Carlos  
Charter Schools  
event

THE WHITE HOUSE

Office of the Press Secretary  
(San Francisco, California)

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For Immediate Release  
September 20, 1997

OPENING AND CLOSING REMARKS BY THE PRESIDENT  
IN ROUNDTABLE DISCUSSION ON CHARTER SCHOOLS

San Carlos Charter Learning Center  
San Carlos, California

11:19 A.M. PDT

THE PRESIDENT: Thank you very much. First, thank all of you for coming here today and sharing your Saturday morning. I thank the Superintendent for his really marvelous remarks. He talked about all the things that we have in common -- I saw a living symbol of his dedication to education above all else, and one thing that we have in common that he didn't mention -- if you look closely at his tie you will see it is a pattern of golf balls and tees. (Laughter.) And on this beautiful Saturday morning he's here with us. (Laughter.)

Let me thank your instructional coordinator, too, for being here, leaving her 11-day-old baby. I would like to see the 11-day-old baby, but I think it's -- where's the baby? A wise mother leaves the baby outside. (Laughter.)

Hillary and I are delighted to be here. And I want to spend most of my time just at this panel today. But I thank all of you for coming because I believe in charter schools and I believe they are an important part of helping us to lift our standards and renew our schools and achieve the kind of educational excellence that all of our children need as we move into the 21st century.

I congratulate the San Carlos Learning Center for being the first of its kind in California, which obviously makes it among the very first in the United States.

Let me just give you a little, brief personal history here. When I was governor of my state for 12 years, I spent a great deal of time working on school reform -- and so did Hillary -- spent lots of time in the schools, talking to teachers, talking to parents, talking to students, dealing with issues of curriculum development and teacher training and all those things. And when we were active in the 1980s, the state of Minnesota became the first state in the country to pass a public

school choice law, to give parents and their children more choice among the public schools their children attended. I think we were the second state to pass that law. And we used it quite a lot.

Then when I began to run for President in 1991, Minnesota became the first state in the country again to pass a charter school law, recognizing that sometimes it wasn't enough just to give the parents and the students choices, but that we needed to give the educators and the parents and the students with whom they worked options to create schools that fit the mission needed by the children in the area; and that if you gave them options and held them accountable, we might be able to do something really spectacular. Then five years ago today, I think, California became the second state in the country to adopt a charter school law, and then you became the first of those schools.

In 1994, I passed legislation in Congress to help us support more charter schools. By the end of 1995 there were about 300 charter schools in the country. Today there are 700 charter schools in the country. Many of them have been helped by the program we passed in Washington in 1994.

The historic balanced budget agreement that we just passed into law includes the largest commitment to new investment in education since 1965 -- among other things, expansion of Head Start programs, more funds to support computers in the schools -- I'll say more about that in a moment -- our America Reads initiative to help make sure every 8-year-old can read independently, and the biggest increased investment in helping people go to college since the G.I. Bill passed 50 years ago, tax credits for the first two years of college, credits for the remainder of college, IRAs, Pell Grants, work-study positions. All these together mean that for the first time ever we can really say, if you're responsible enough to work for it, no matter what your income or your difficulties, college is now a real option for you in America -- for every single American. And I'm very proud of all of that.

But one of the things that was in this balanced budget that didn't get a lot of notice is enough money for us to help to set up literally thousands more charter schools in America. Because excellence in education is more than money. And from my point of view, having spent years and years and years working on this, we need two things -- we need a set of national standards of academic excellence that will be internationally competitive in basic subjects. And then we need grass-roots, school-based reform, because education is the magic that takes place in every classroom, and indeed in every student's mind, involving every teacher, every student, and also, hopefully, support from home.

So that's why these charter schools are so important

to me. And that's why we've tried to help a lot more schools like San Carlos get started on the path that you've been on now for some years.

For people who don't know exactly what they are, let me say that charter schools are public schools that make a simple agreement: in exchange for public funding, they get fewer regulations and less red tape, but they have to meet high expectations, and they keep their charter only so long as their customers are satisfied they're doing a good job.

As I said, we've gone from -- the day I took office, there was only one charter school in America, January of '93. Then a couple years ago we were up to 300; now there are 700. And what started as a movement in Minnesota and California now encompasses 29 states; 27 more states have passed charter school laws.

These funds in our budget, as I said, should allow us to set up several thousand more over the next four years. Today I am pleased to announce that we're going to release \$40 million in grants to help charter schools open. Start-up costs are often the biggest obstacle. And in states that can't afford to help, it's a terrible problem. I see a lot of people nodding their heads out there who have had experience with this.

So we have curriculum development costs, teacher training costs, new technology costs -- all these things can help. The \$40 million we're releasing today, of which about \$3.4 million will come to California, will help us to establish another 500 charter schools in 21 states. So we'll go from 700 to 500 in one pop here.

And as I said, pretty soon -- and if all the states will join in, we obviously can help all of them -- we'll have well over 3,000, perhaps even over 4,000 by the year 2000, which is enough to have a seismic echo effect in all the public school systems of America. So that's what we are trying to do.

Let me say that there are a couple of problems that we're going to face. Last week, the U.S. Senate, by a very narrow margin, supported an amendment that would make these charter schools funding that I just announced the last such announcement that would ever be made, because it would lump all the education funds together and arbitrarily distribute them to the state without regard to whether these programs were continued or not. And in the process, it would abolish very specific and highly successful education reform programs like the charter schools, where we work with local communities and school districts. It would abolish our highly successful effort to put computers in the classrooms -- I'll tell you how much movement has happened on there in just two years -- and to create safe and drug-free schools. I think that would be a mistake.

The House of Representatives recently passed, although the Senate opposed them, an amendment that would

prohibit us to pay for -- not to develop, but to pay for -- a non-political, private organization to develop voluntary national tests of excellence in mathematics and reading. I think that would be a mistake. This is the first time, last year, in history that our students in elementary schools scored above the international average in math and science. We're doing much better in America, but we don't test all of our kids, we just test a representative sample. I think we need to know how we're doing based on a common standard.

So we have these problems in the Congress, and if either one of these provisions makes it into the final bill I will have to veto it. So I hope that we can continue to work on moving forward in the right direction. And in that connection, I'd like to say a special word of appreciation to Congresswoman Anna Eshoo, who I think is one of the -- absolutely -- even I would say this if I were in Washington -- she really is one of the finest, most forward-looking members of the United States Congress, and she's made a big difference in our country today. (Applause.)

Now, running these charter schools, as we are about to hear, is not easy. It's not self-evident how to do all this. It sounds great to say we'll cut you free of red tape and bureaucracy; you have to perform at a higher level, you've got to get the parents involved. There are all kinds of practical problems, and we'll hear about some of them.

The Secretary of Education, Dick Riley, is going to convene a national conference on charter schools in Washington this November to bring together teachers, administrators, parents, others who are interested in this to share best practices and look to the road ahead. But just think about where we can go with this. If we go -- we've gone from one to 700, to 500 more, with a budget that calls for funds for 3,000 more -- just this year's budget alone that will be funded starting October 1st, if we get the funds for it, will give us enough funds for another 700 -- or 900 to 1,000 schools.

So this movement can sweep the country and can literally revolutionize both community control and standards of excellence in education if we do it right. That's what the panel is about.

And before we start, let me just thank some of the business leaders who are here today for their commitment to educational excellence -- Regis McKenna, David Ellington, Brook Byers, Terry Yang, Paul Lippe. And I'd like to say a special word of thanks to Larry Ellison who is up here on the platform. He's the chairman and CEO of Oracle Corporation.

Two years ago this week, I met with Larry and a number of other high-tech executives to talk about another one of my passions, which is to connect every classroom and library in every school in America to the Internet by the year 2000. And

that, like everything else, it turned out to be more complicated. It sounded great, but we not only had to connect them, we had to make sure we had the hardware, the software, and the trained teachers to do the job.

So we got this group of business people who knew about all this, who are working very hard to try to make sure that we can do that, give all the support services to every school. We got the Federal Communications Commission to give what amounts to a \$2.25 billion a year subsidy to schools, to lower the rates they have to pay to hook on to the Internet. But to give you an example of what we can do when we work together, since we made that announcement two years ago, California has 65 percent of the schools connected, which is twice the percentage you had two years ago, and four times as many classrooms connected as just two years ago. That shows you how quickly we can move.

And Larry has not only sponsored the San Carlos Learning Center, but yesterday he announced Oracle's promise to spend \$100 million in a foundation to help schools across America who need support to get the kind of connection to the future through telecommunications technology that we all want. So thank you, Larry, for doing that. (Applause.)

So this is a good news day. but what I want to do now is to turn it over to the panel and let's get into the facts of the charter school movement and see -- hopefully, by being here today, this will encourage the 21 states who do not have charter school legislation to adopt it. It will encourage the Congress to fully fund the charter schools program for the next four years. And it will help us to take what you have done here and spread it all across America in a way that will guarantee international standards of excellence in the education of all of our children.

Thank you very much.

\* \* \* \* \*

MRS. CLINTON: Well, I want to thank all of you for sharing your experiences and success stories about charter schools. And I think that there are just a couple of general points that I would make. First, what the Congresswoman just said is critical, when she talked about test kitchens, because my husband I have said together and often that there is a good public school in every community in America, but the problem is they don't learn from each other and they don't get to scale in the sense that we know what works, but for too many years we have not been motivated sufficiently to do what worked in every school.

And so we are now seeing, with the charter school movement, an effort to do just that -- to take these, in some

ways, old-fashioned ideas that are now married to technology and very much motivated to be successful by the demands of the new economy, and put them into action in schools across the country.

When we talk about parental involvement, that is a very old-fashioned idea that we have had to relearn. When we talk about empowering teachers to design curriculum, that, too, is something we know will work if we unleash the creative energies of teachers. When we talk about giving students a chance to explore and learn and develop their own capacities, that's what many of us try to do with our own children, but which we deny to other children because of the bureaucratic structures and expectations of the old system.

So there are many aspects of what we heard today which would be very familiar in any setting 30 or 40 or 50 years ago in many parts of America, but which we somehow lost track of as we got bigger and bigger and schools became impersonal and anonymous, and really we lost our way in the very important connections that have to be made between homes and schools, students and teachers, and the understanding of how community has to support that magic.

Secondly, I think that the charter school movement should not be seen as a threat to public schools. It should be seen as a liberation of public schools, and particularly teachers and administrators who for many years have known what should be done, but have felt unable to do so. (Applause.) And there is certainly nothing hidden about the President's agenda on this. He wants every school, whether it is formally called a charter school, or not, to act like a charter school.

And that is our real objective in the charter school movement -- not only to create thousands more charter schools, but to take the lessons from the charter school movement and literally infect every public school in America, so that parents are standing at the door of principals' offices, so that teachers will not feel so oppressed in their classrooms, but will join together to demand from administrators and school boards what they know their children need, and for businesses, which have in many ways the greatest stake in the future of our public school system, to be constantly be prodding for academic excellence as in many communities they now prod for athletic excellence.

So the charter school movement is really a rallying cry that we hope will not only create more charter schools like the ones we have heard about today, but encourage and give courage to public school patrons, teachers, and students around the country to say, well, you know, if Jose could find a home in a new charter school in San Francisco, why can't all the Joses in our public schools feel similarly welcomed and supported? And if Gregg can go into competition with Oracle in the 6th grade, why can't all the Greggs in America feel similarly encouraged to pursue their own intellectual excitement?

So we're very much appreciative of what all of you

on the front lines are doing from San Francisco to South Central, LA, to San Diego, to right here in this community. And we really do appreciate the zeal with which you have expressed your excitement about this, because we do want it to infect and to be contagious so that, as Yvonne said when I saw firsthand visiting her school, every child will feel that that child is special and valued and appreciated. And that's really what we're hoping to achieve with this kind of effort.

So thank you for doing what needs to be done in American public education. (Applause.)

THE PRESIDENT: First of all, let me say I agree with everything she said. (Laughter.) I'd just like to make a couple of brief point to build on what Hillary said. I want to say, first of all, I have no hidden agenda here; I believe the only way public schools can survive as the instrument by which we educate our children and socialize them and bring them together across all the lines that divide us is if all of our schools eventually -- and, hopefully, sooner rather than later -- are run like these charter schools. That's what I believe. I am not running for office anymore. I have no political interest in this. I am think about what our country is going to be like 20, 30, 40, 50 years from now.

And you know what Tom said about the industrial model -- that's part of the problem. A lot of our schools are organized on an industrial model -- a lot of our middle schools are almost -- are organized for when families were like Ozzie and Harriet, instead of like they are today. There are a lot of organizational problems. It's also true that our schools get money from a lot of different places and have to suffer rules from a lot of different places, and a lot of people think if they give up their rule-making, they won't matter anymore. And in some way, the most important person here is the Superintendent because he's here supporting this instead of figuring out how he can control it. And I think that's important. (Applause.)

And so Hillary and I have been working at this business for a long time now -- seriously since 1983 -- really seriously. There has been a dramatic change in the attitudes of the teacher unions, which is positive. There have been dramatic advances in the attitude of administrators, which is positive.

But I just want to say, we cannot -- there are a lot of people who believe in the information age, with things changing as fast as they are and with standards needing to be as high as they are, that we ought to just basically send everybody

money and let them do whatever they want to about education, and forget about the public education network -- let it sink or swim. The problem with that theory is that the short-term costs to people who got left behind would be staggering.

But if we want to preserve excellence and the

socially unifying impact of public schools over the next generation, I am telling you, every school in the country has got to become like this one. The power needs to be with the parents, with the children, with the teachers, with the principals. And those of us who are up the lines somewhere, up the food chain, what are we interested in? We're interested in what Kim said --we're interested in results. We don't need to make rules. We're interested in results and we want to be able to measure them. We want to know our kids are going to be all right and our country is going to be all right.

Let them make the rules in the schools. Let them figure it out. And then education will be something that will get bright young lawyers to leave their more lucrative law practices to do something that doesn't pay as much, but makes them feel good when they go to bed every night and get up in the morning. That's what we want. And until every school is run like that, you and I should not rest.

Thank you. God bless you. (Applause.)

END

12:35 P.M. PDT



## **CHARTER SCHOOLS: RAISING STANDARDS AND EXPANDING PUBLIC SCHOOL CHOICE**

*[E]very state should give parents the power to choose the right public school for their children. Their right to choose will foster competition and innovation that can make public schools better. Our plan will help America to create 3,000 of these charter schools by the next century ... so that parents will have even more choices in sending their children to the best schools.*

*President Clinton, State of the Union Address, February 4, 1997*

Today, President Clinton visited the San Carlos Learning Center, one of the nation's first charter schools, to announce new grants for charter schools and host a roundtable discussion with charter school principals, teachers, students, parents, and community supporters.

**PRESIDENT CLINTON ANNOUNCES \$40 MILLION IN NEW AND CONTINUING GRANTS FOR CHARTER SCHOOLS.** These grants, along with \$6 million in grants given earlier this year, are going to 21 states, the District of Columbia and Puerto Rico to support the planning and initial implementation costs of about 500 charter schools. Uses of funds include curriculum development, teacher training, technology, and dissemination of best practices between charters and the rest of the public school system.

**CHARTER SCHOOLS HAVE EXPERIENCED TREMENDOUS GROWTH UNDER PRESIDENT CLINTON'S LEADERSHIP.** As a result of the President's continuing leadership, there has been a tremendous growth in the number of charter schools. When President Clinton took office, there was one charter school in operation nationwide and only two states with a charter law. This year, over 700 charter schools are expected to be in operation. Similarly, the number of states with charter laws continues to grow -- 29 states, and the District of Columbia have passed enabling legislation.

This growth has been fueled by the President's proposal of a public charter schools program, which was enacted in 1994 as part of the reauthorization of the Elementary and Secondary Education Act. With the President's leadership, the charter school program has grown from \$6 million in FY 1995 to \$51 million in FY 1997. The President has requested \$100 million from Congress in FY 1998 to provide support for 1,000 charter schools.

The President's announcement today of \$40 million, plus the \$6 million previously granted, provides support for 750 charter schools -- 500 which are new charter schools opening this fall and next fall. In FY98, the President is requesting \$100 million to provide support for 1000 charter schools -- approximately 750 of which will be new charter schools opening by 1999.

Under the charter schools program, the Education Department:

- **Provides funds for planning and start-up of charter schools.** Since 1995, 19 states and the District of Columbia have received a total of about \$22 million to help launch over 450 charter schools. A number of studies, including the latest report from a national study of charter schools funded by the Department of Education, shows that the greatest need facing charter schools is a lack of access to planning and start-up funding. The federal

investment in charter schools helps meet this need.

- **Serves as a clearinghouse of information on charter schools for parents, teachers, and policymakers.** The Education Department provides technical assistance, organizes conferences and informational meetings, and has established a Charter Schools Website ([www.uscharterschools.org](http://www.uscharterschools.org)).
- **Conducts research and evaluation on charter schools.** The Education Department has contracted for a 4-year independent evaluation of charter schools to provide the most comprehensive data on the nation's charter schools. In addition, the Education Department is supporting research on charter schools in areas such as assessment and accountability, special education, school finance, equity, and leadership training.

**CHOICE WITH PUBLIC ACCOUNTABILITY.** Every parent should be able to choose what public school their child will attend. The administration's support for the development of high-quality charter schools has increased the choices parents have about their child's education. At the same time, the Administration's charter school policy places a strong focus on public accountability. Charter schools can be closed by their local or state authorities if students fail to perform at promised levels. And like all public schools, charter schools are nonsectarian, cannot charge tuition, are open to all students, and must still comply with health, safety and civil rights requirements.

**CHARTER SCHOOLS ARE PART OF THE ADMINISTRATION'S EDUCATION REFORM STRATEGY.** Charter schools are just one piece of a larger strategy of promoting high standards and accountability. The President has urged states and school districts to adopt challenging academic standards in all core subjects, and to adopt high national standards in the basics of reading and mathematics. The President has strengthened existing federal programs and fought for new resources to improve local schools and help students reach those standards.

**CHARTERS ARE EVIDENCE OF THE KIND OF INNOVATION THAT RESULTS WHEN WE COMMIT TO IMPROVE -- NOT ABANDON -- OUR PUBLIC SCHOOLS.** Charter schools are examples of genuine public education reform -- they provide a mechanism for change with real public accountability for promised results. Unlike charter schools, private school vouchers offer no public accountability -- there are no standards to meet, and no way to shut them down.

## **A Brief History of Charter Schools**

### **Definition**

Charter schools are public schools run by groups of teachers, parents or other community leaders that operate with a contract -- or charter. Charters are granted by public groups, such as local school boards or state boards of education. Each charter explains how the school will operate and how well its students will perform. In many states, as long as the school meets the terms of its charter it is freed from rules and regulations covering traditional public schools. However, charter schools are held highly accountable, and if students in a charter school fail to perform at levels described in their charter, or if the school breaks rules that have not been waived, it can be closed. Like all public schools, charter schools are not allowed to charge tuition, must be non-sectarian, and cannot be selective in their admissions.

### **Background**

The concept of charter schools grew out of several other educational reforms, including expanding public school choice, increasing accountability, delegating control of education and management decisions to schools, and increasing parent and community involvement in schools. At the heart of the concept is an exchange. Charter schools receive increased autonomy in exchange for performing under increased accountability. The charter school movement grew out of a belief that carefully developed competition among existing public schools and new kinds of schools could provide:

1. a broader range of options for families within public education systems;
2. new models of successful schools that traditional schools could replicate; and
3. incentives for school districts to improve their other schools.

### **Growth**

Minnesota became the first state to enact charter school legislation in 1991. The first charter school opened in Minnesota in 1992. Since then, the charter reform concept has spread rapidly. In January 1997, 428 charter schools were open, and in the beginning of the 1997-98 school year approximately 700 charter schools were operating. These numbers are likely to grow rapidly over the next few years.

As of September 1997, 29 states have enacted varying forms of charter school laws. Federal legislation also provides the District of Columbia with a charter law. [see chart below] The state of Oregon has no specific charter law but does have authority in state law to establish charter schools and has received a Federal grant.

The specific terms of states' charter legislation vary widely. In some states, charter school legislation is a relatively modest effort to facilitate modifications in the relationship of existing individual schools to local school districts. Charter legislation in other states provides opportunities for fundamentally different schools, sponsored by groups such as state boards of education or public universities, as well as local school boards.

### States with Charter School Legislation, by Year of First Enactment

| 1991      | 1992       | 1993                                                                | 1994                        | 1995                                                                    | 1996                                                                     | 1997                                   |
|-----------|------------|---------------------------------------------------------------------|-----------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------|
| Minnesota | California | Colorado<br>Georgia<br>Mass.<br>Michigan<br>New Mexico<br>Wisconsin | Arizona<br>Hawaii<br>Kansas | Alaska<br>Arkansas<br>Delaware<br>N. H.<br>Louisiana<br>R.I.<br>Wyoming | Connecticut<br>D.C.<br>Florida<br>Illinois<br>N.J.<br>N.C.<br>S.C.<br>TX | Mississippi<br>Penn.<br>Nevada<br>Ohio |

#### **Federal Role**

The 1994 amendments to the Elementary and Secondary Education Act established a role for the Federal government in the charter movement by authorizing funds for charter school development and for a national study to assess the impact of charter schools. This program is designed to address the most pressing challenge shown in surveys to be facing charter schools: a lack of access to start-up funding. This program also provides funds for national activities to support the development of charter schools, including a charter schools website, technical assistance and information to parents and teachers about charter schools, and research.

**FISCAL YEAR 1997**  
**Public Charter Schools Program Grantees-Continuations**

**ALASKA**

|        |                                                                         |             |
|--------|-------------------------------------------------------------------------|-------------|
| Juneau | State Department of Education<br>Contact: Marjorie Menzi (907) 465-8720 | \$1,516,500 |
|--------|-------------------------------------------------------------------------|-------------|

**ARIZONA**

|         |                                                                     |             |
|---------|---------------------------------------------------------------------|-------------|
| Phoenix | State Department of Education<br>Contact: Kathi Haas (602) 542-5206 | \$3,221,226 |
|---------|---------------------------------------------------------------------|-------------|

**CALIFORNIA**

|            |                                                                          |             |
|------------|--------------------------------------------------------------------------|-------------|
| Sacramento | State Department of Education<br>Contact: David Patterson (916) 327-5929 | \$3,399,959 |
|------------|--------------------------------------------------------------------------|-------------|

**COLORADO**

|        |                                                                       |             |
|--------|-----------------------------------------------------------------------|-------------|
| Denver | State Department of Education<br>Contact: Bill Windler (303) 866-6631 | \$2,024,372 |
|--------|-----------------------------------------------------------------------|-------------|

**CONNECTICUT**

|          |                                                                            |             |
|----------|----------------------------------------------------------------------------|-------------|
| Hartford | State Department of Education<br>Contact: Yvette Thiesfield (860) 566-1233 | \$1,286,371 |
|----------|----------------------------------------------------------------------------|-------------|

**DELAWARE**

|       |                                                                        |                                   |
|-------|------------------------------------------------------------------------|-----------------------------------|
| Dover | State Department of Education<br>Contact: Larry Gabbert (302) 739-4885 | \$541,302<br>Supplement \$150,000 |
|-------|------------------------------------------------------------------------|-----------------------------------|

**DISTRICT OF COLUMBIA**

|            |                                                                                |             |
|------------|--------------------------------------------------------------------------------|-------------|
| Washington | District of Columbia Public Schools<br>Contact: Richard Wenning (202) 724-4222 | \$2,063,095 |
|------------|--------------------------------------------------------------------------------|-------------|

**FLORIDA**

|             |                                                                        |                                       |
|-------------|------------------------------------------------------------------------|---------------------------------------|
| Tallahassee | State Department of Education<br>Contact: Tracey Bailey (904) 414-0780 | \$3,366,026<br>Supplement \$1,200,000 |
|-------------|------------------------------------------------------------------------|---------------------------------------|

**GEORGIA**

|         |                                                                      |                                     |
|---------|----------------------------------------------------------------------|-------------------------------------|
| Atlanta | State Department of Education<br>Contact: John Rhodes (404) 657-7627 | \$1,469,380<br>Supplement \$140,000 |
|---------|----------------------------------------------------------------------|-------------------------------------|

**ILLINOIS**

|             |                                                                     |           |
|-------------|---------------------------------------------------------------------|-----------|
| Springfield | State Department of Education<br>Contact: Sally Vogl (217) 782-0541 | \$782,850 |
|-------------|---------------------------------------------------------------------|-----------|

**KANSAS**

|        |                                                                        |           |
|--------|------------------------------------------------------------------------|-----------|
| Topeka | State Department of Education<br>Contact: Phyllis Kelly (913) 296-3069 | \$900,000 |
|--------|------------------------------------------------------------------------|-----------|

**LOUISIANA**

|             |                                                                      |           |
|-------------|----------------------------------------------------------------------|-----------|
| Baton Rouge | State Department of Education<br>Contact: Bill Miller (504) 342-3603 | \$373,711 |
|-------------|----------------------------------------------------------------------|-----------|

**MASSACHUSETTS**

|        |                                                                         |                                     |
|--------|-------------------------------------------------------------------------|-------------------------------------|
| Boston | Executive Office of Education<br>Contact: Scott Hamilton (617) 727-1313 | \$2,352,362<br>Supplement \$586,780 |
|--------|-------------------------------------------------------------------------|-------------------------------------|

**MICHIGAN**

|         |                                                                    |                                       |
|---------|--------------------------------------------------------------------|---------------------------------------|
| Lansing | State Department of Education<br>Contact: Gary Cass (517) 373-4631 | \$3,843,820<br>Supplement \$1,099,972 |
|---------|--------------------------------------------------------------------|---------------------------------------|

**MINNESOTA**

|            |                                                                         |             |
|------------|-------------------------------------------------------------------------|-------------|
| Saint Paul | State Department of Education<br>Contact: Jessie Montano (612) 296-2181 | \$2,183,458 |
|------------|-------------------------------------------------------------------------|-------------|

**NEW MEXICO**

|          |                                                                                   |           |
|----------|-----------------------------------------------------------------------------------|-----------|
| Santa Fe | Turquoise Trail Elementary School<br>Contact: Nycha Leia Zenderman (505) 471-7282 | \$170,173 |
|----------|-----------------------------------------------------------------------------------|-----------|

**NEW JERSEY**

|         |                                                                          |                                     |
|---------|--------------------------------------------------------------------------|-------------------------------------|
| Trenton | State Department of Education<br>Contact: Dalia Georgedes (609) 292-5850 | \$1,290,934<br>Supplement \$468,421 |
|---------|--------------------------------------------------------------------------|-------------------------------------|

**NORTH CAROLINA**

|         |                                                                         |                                       |
|---------|-------------------------------------------------------------------------|---------------------------------------|
| Raleigh | State Department of Education<br>Contact: Grova Bridgers (919) 715-1730 | \$1,490,276<br>Supplement \$1,000,000 |
|---------|-------------------------------------------------------------------------|---------------------------------------|

### **OREGON**

|       |                                                                       |           |
|-------|-----------------------------------------------------------------------|-----------|
| Salem | State Department of Education<br>Contact: Leon Fuhrman (503) 378-5585 | \$779,948 |
|-------|-----------------------------------------------------------------------|-----------|

### **PUERTO RICO**

|          |                                                                                |                                     |
|----------|--------------------------------------------------------------------------------|-------------------------------------|
| San Juan | State Department of Education<br>Contact: Nilda Baez De Morales (787) 765-9772 | \$1,313,500<br>Supplement \$676,912 |
|----------|--------------------------------------------------------------------------------|-------------------------------------|

### **TEXAS**

|        |                                                                           |                                     |
|--------|---------------------------------------------------------------------------|-------------------------------------|
| Austin | State Department of Education<br>Contact: Brooks Flemister (512) 463-9575 | \$2,165,167<br>Supplement \$250,000 |
|--------|---------------------------------------------------------------------------|-------------------------------------|

### **WISCONSIN**

|         |                                                                          |                                  |
|---------|--------------------------------------------------------------------------|----------------------------------|
| Madison | State Department of Education<br>Contact: Thomas Stefonek (608) 266-5728 | \$856,548<br>Supplement \$500,00 |
|---------|--------------------------------------------------------------------------|----------------------------------|

### **EVALUATION**

|         |                                                           |           |
|---------|-----------------------------------------------------------|-----------|
| Berkely | RPP International<br>Contact: Beryl Nelson (510) 843-8574 | \$792,510 |
|---------|-----------------------------------------------------------|-----------|

**\*\*Supplement grants were awarded earlier this year.**

**FISCAL YEAR 1997**  
**Public Charter Schools Program Grantees-New Grants**

**HAWAII**

|          |                                                                     |           |
|----------|---------------------------------------------------------------------|-----------|
| Honolulu | Waialae Charter School<br>Contact: Amy Kwock (808) 733-4880         | \$90,000  |
| Kailua   | Lanikai Elementary School<br>Contact: Donna Estomago (808) 266-7844 | \$149,635 |

**PENNSYLVANIA**

|            |                                                                      |             |
|------------|----------------------------------------------------------------------|-------------|
| Harrisburg | State Department of Education<br>Contact: Tim Daniels (717) 783-9783 | \$1,333,333 |
|------------|----------------------------------------------------------------------|-------------|

**SOUTH CAROLINA**

|          |                                                                                |             |
|----------|--------------------------------------------------------------------------------|-------------|
| Columbia | State Department of Education<br>Contact: Calvin (Chip) Jackson (803) 734-8496 | \$1,447,900 |
|----------|--------------------------------------------------------------------------------|-------------|



**CHARTER SCHOOL Qs &As**  
**\*Internal Use Only -- Not For Distribution\***

**CHARTER SCHOOL ISSUES**

**Q. Why do charter schools need extra funding?**

A. The Federal start-up grants provide funding for start-up costs and can last a maximum of three years. The grants are designed to fill an acknowledged gap. Research has documented that the greatest challenges charter schools face are associated with initial planning and start-up. For example, charter schools that start from scratch often must pay for their facilities out of the portion of funding used in traditional systems to pay for operational costs. Federal grants help by paying for things like curriculum design or renovations that must occur before the school opens.

**Q. Aren't charter schools eroding the teaching profession by allowing uncertified teachers?**

A. Teacher certification requirements for charter schools are set by each state. Most states require that the vast majority of teachers in charter schools be certified. Charter schools sometimes hire people to teach who have professional experience that can be translated into valuable teaching. For those non-credentialed staff, charter schools must demonstrate that they will have the appropriate training and support to effectively provide instruction in the classroom.

**Q. Aren't charter schools elitist?**

A. No. Charter schools are public schools and they must be open to all students. Charter schools are being established in all types of communities -- including inner cities, suburbs, and rural areas. Recent studies show that on average, they serve roughly comparable numbers of minority students as neighboring schools, and in some states, they teach a higher proportion of minority students than are in that state's traditional public schools.

**Q. Do you think that charter schools might draw students and resources away from public schools?**

A. These are public schools -- exciting, innovative public schools that can draw people back into the public school system. In some states between 10 and 14 percent of the students in charter schools are students that were not previously enrolled public schools. These new students include former dropouts, teen mothers, and students coming back from private schools to attend charter schools.

**Q. Are charter schools adequately serving disadvantaged students?**

A. It is critical that charters schools serve a diverse population and provide help to those students who need it most. Several of the schools highlighted today have student populations that are predominantly poor or limited English proficient and these schools are successfully educating

all of their students. And there are encouraging reports that show that charter schools are serving the same or slightly higher percentages of poor and minority students than their states' overall public school systems.

**Q. Are charters are serving students with disabilities?**

- A. As public schools, charter schools are not exempt from requirements to serve special education students. This reflects one of the fundamental values of public schools -- that they serve all children. There are wonderful examples of charter schools' providing a better education to children with disabilities than the schools from which they came. It is true that data from the national survey contracted by the U.S. Department of Education showed that, except in a few states, charter schools are serving a slightly lower percentage of students in special education than the overall public school system. We think this is an important issue and the administration is working to address it. Several of the school highlighted today have -higher- than average percentages of students with disabilities.

**Q. Do charter schools represent a significant reform, if they only represent 700 of the thousands of schools in this country?**

- A. Charter schools are just one piece of a larger strategy of promoting high standards and accountability, but these schools can help lead the way for reforms and improvement in public education. They can provide models for successful public schools, provide new choices for parents, and stimulate healthy competition within public education. But they are part of a broader strategy. The President has urged states and school districts to adopt challenging academic standards in all core subjects, and to adopt high national standards in the basics of reading and mathematics. The President has strengthened existing federal programs and fought for new resources to improve local schools and help students reach those standards.

**CALIFORNIA CHARTER SCHOOL ISSUES**

**Q. How do you respond to charges that charter schools are breeding grounds for religious instruction, as in the case of the recent consideration of a charter school application based on scientology?**

- A. While charter schools are freed from many rules and regulations, they are not exempt from health, safety and civil rights requirements under the law. Federal law is clear that public schools cannot promote religion. As with all other public schools, charter schools must be non-sectarian.

Deciding which schools to charter is solely a state and local matter. The chartering authority - in California, the local school district -- is responsible for evaluating the charter application to determine, among other things, whether the charter complies with federal and state definitions of a public, non-sectarian school. If issues arise concerning any public school's non-sectarian status, the U.S. Department of Education can investigate those concerns.

*Background on scientology charter: A former special education teacher in the Los Angeles*

*district submitted a charter application to create a K-8 school. The school would utilize an educational methodology set forth in texts written by the founder of the Church of Scientology. The district delayed a hearing on the charter application pending its review of the proposed texts -- which have been used by other area teachers for years -- and the school's connection, if any, to the Church of Scientology. According to the district official overseeing the charter process, the applicant has temporarily withdrawn the charter application.*

**Q. California has more than 130 charter schools, but only 34 of them have received Federal start-up grants. Why has California received so little Federal charter school funding?**

A. Each state receiving federal grants establishes its own process to award subgrants to the charter schools in their state. California's subgrant program focused on newer schools. California had many schools operating before it received Federal funds and the state allocated most of its funds for start-up costs. Schools that had already been operating for a year or more did not apply for, or receive, funds for start-up costs. Other states have shaped their programs differently, providing funding to larger proportions of their charter schools and, in some cases, funding older charter schools.

California's newly announced FY 1997 grant will increase its charter school funding by an additional \$3.4 million. This increase should enable California to raise the proportion of its charter schools receiving federal support.

**Q. If the country is to reach the President's goal of 3,000 charter schools, shouldn't California revise its charter law to repeal or expand its cap on the number of schools?**

A. The President firmly believes that the number of charter schools nationwide should be increased -- and he has included funding of \$100 million in the FY 1998 budget to support the development of approximately 900-1000 new charter schools. The Department of Education's charter school program provides start-up funding, technical assistance and research support that we hope will enable states to increase the number of charter schools. Ultimately, Californians should look at the success of these schools and make their own decisions about how many more they want.

### **NATIONAL TESTS IN CALIFORNIA**

**Q. Is California participating in the national testing initiative?**

A. We do not consider California to be one of the seven states (Alaska, Kentucky, Maryland, Massachusetts, Michigan, North Carolina and west Virginia) that have committed to participate in the tests.

Last April, State Superintendent of Public Instruction Delaine Eastin announced her support

for the President's national testing initiative, and her intention to work to secure support for California's participation in it. Gov. Wilson and the State Board of Education (appointed by the Gov.) have indicated that they believe that the State Superintendent lacks the authority to unilaterally commit the state to participate in the tests. Superintendent Eastin agrees with this, which is why she explicitly indicated in April that she would work to secure the support of the Governor and the State Board of Education. We hope that the State Superintendent, the Governor and the State Board of Education will be able to work together to enable parents, teachers and all others involved in education to determine how well students and schools in California perform compared to rigorous national standards.

In addition last July the Los Angeles, Fresno and Long Beach school districts - in each case with the full support of the school board, superintendent, and teachers' organization -- announced their intention to participate in the President's national test, along with 12 other large city school districts around the country. We believe there may be other local school districts in California and elsewhere that also want to participate, and we would welcome the participation of any interested local school district.

- Q. We have heard that Los Angeles and perhaps other city school systems have withdrawn from the testing initiative because the reading test will be given in English only, and there will not be a Spanish version for Hispanic students with limited English proficiency. Is this true?**

We are aware that this has been a controversial issue nationally both and here in California. However, neither the White House nor the Education Department has heard from Los Angeles or any other city that it will back away from its commitment to participate in these tests.

*Note: There is in fact a rumor that L.A. will decide not to participate in the 4th grade reading test because of our decision to test reading only in English, while continuing to participate in the 8th grade math test (which will be available in a Spanish-English version). However, there has been no public announcement of this, and there is not likely to be a public announcement or any notification to the Education Department while we are still fighting in Congress for the tests. There have been no signs that Fresno or Long Beach are contemplating a similar move.*

*In addition, note that just last week California passed legislation establishing a state testing program, at Gov. Wilson's insistence, and over the objections of many Democrats (including Delaine Eastin). He threatened to veto the state budget bill if it did not include his tests. Among the contentious issues in this debate was whether limited English proficient students would be tested in their native language. The compromise reached requires all students to be tested in English, and allows local school districts to also test students in their native language if they have been in school for less than a year, and if an appropriate test is available.*

- Q. Earlier this week a statewide panel recommended statewide academic standards for California. The state budget also contains new legislation proposed by Gov. Wilson, requiring norm-referenced testing to begin this school year. How will these steps affect**

**either State or local school district participation in your national testing initiative?  
Won't this lead to layer upon layer of standards and tests?**

It is good that California is on the way to adopting its own academic standards. This is a critical step to raising academic expectations, strengthening the curriculum, and increasing accountability for our schools. And I agree that California should test every student, not just a sample of student. So California is making real progress in this area.

That's all the more reason for California to adopt national tests as well, once they become available. These tests provide information on how well students and schools in California perform compared with others throughout the nation. Further, the 8th grade math test will provide international comparisons, so that parents can tell how well their students perform compared to 8th graders in 41 other countries, in addition to students here.

*Note: The proposed state standards are supported by Delaine Eastin, and are central to her education reform plans for the state. She has worked to make sure they are aligned with NAEP and can therefore be the basis for California's participation in the national tests.*

*Much of the controversy over Gov. Wilson's recently enacted testing proposal arose from the fact that he insisted on beginning testing this school year, with commercially produced tests that could not possibly reflect the state standards. Wilson proposed these tests in part because California lacked any uniform statewide testing program, and because the plans for developing new assessments aligned to California's new standards only called for assessing a sample of students instead of all students. It is widely suspected that he insisted on the fast time line for testing in order for the test to be administered at least once before he leaves office.*

#### **PROP. 209/DECLINING MINORITY COLLEGE ADMISSIONS**

**Q. Are you concerned about declining enrollments of minority students in California postsecondary education?**

A. These declines -- not just in California, but in Texas, as well -- are disturbing and completely unacceptable. Educational opportunity is the touchstone of the American dream, and these trends raise a serious concern that the doors of college education are being closed to minority students. In addition, diversity in education helps prepare all our students to be productive citizens in the 21st century, so these developments should concern every American.

**Q. What is your administration doing to address this problem?**

A. First, we will use federal law to the maximum extent we can to promote an integrated education environment in postsecondary education, not just in California, but elsewhere. In particular, we will continue to support appropriate affirmative action programs and oppose efforts like Proposition 209.

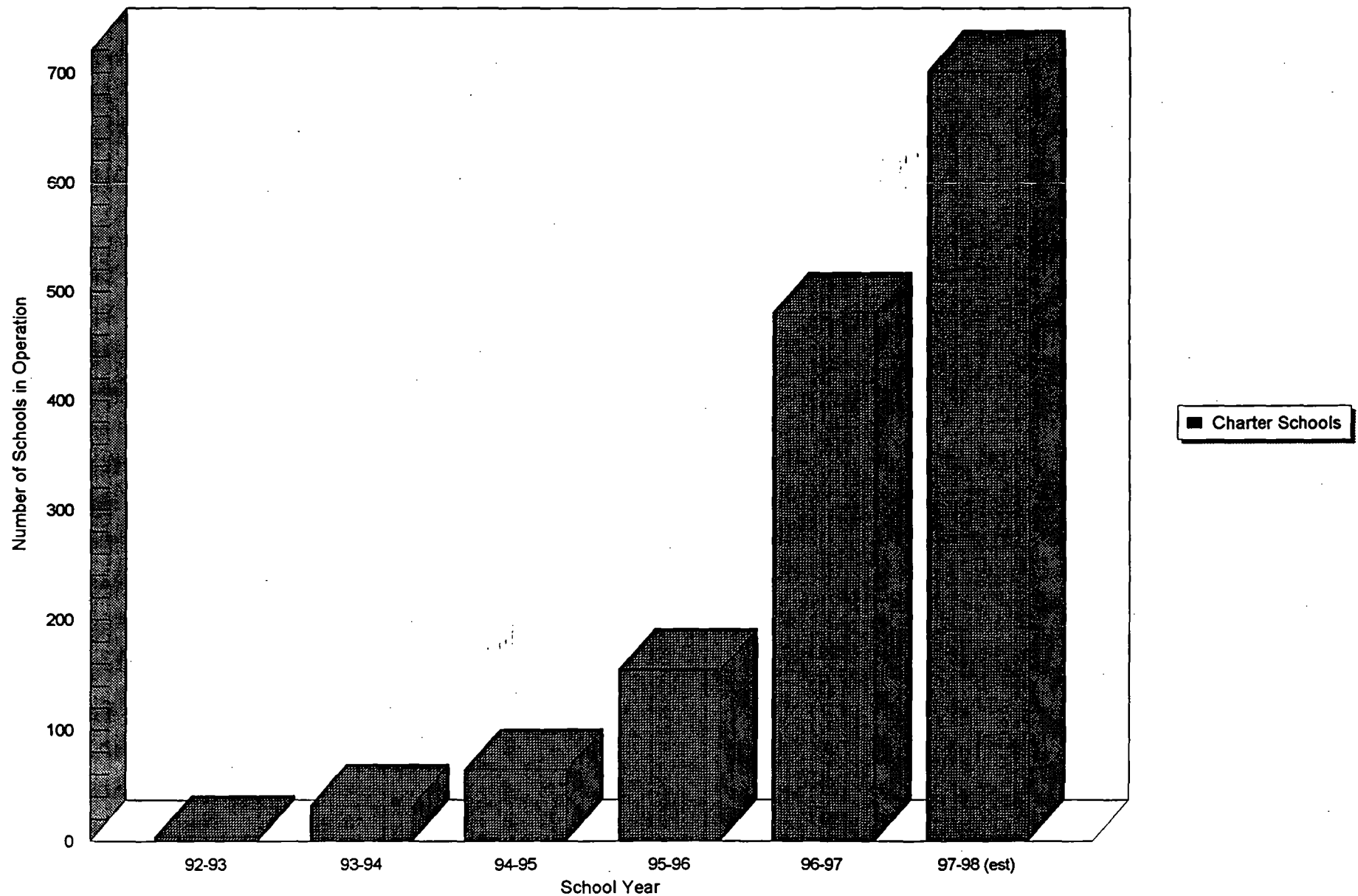
Second, we are pressing state officials and educators to maintain and expand diversity, and offering assistance to them to do so. We have called on colleges and universities burdened by new legal restrictions to recruit aggressively in secondary schools with high percentages of minority students and to form educational partnerships with such schools. Many colleges in California are developing plans to this effect. We have also called on these university systems to review different kinds of admissions programs, such as Texas' decision to guarantee college admission to the top 10% of the graduating class in any high school in the state.

Third, we have fought for resources to improve education and open doors to college. The budget agreement contained the biggest increase in education funding in a generation, including major increases in Pell Grant funds and college work-study, and the new Hope Scholarship and Lifelong Learning tax credit. The Administration is beginning a campaign to make sure that the parents of every middle school student, and students themselves, know that a college education is attainable if students stay in school, take tough classes, and study hard.

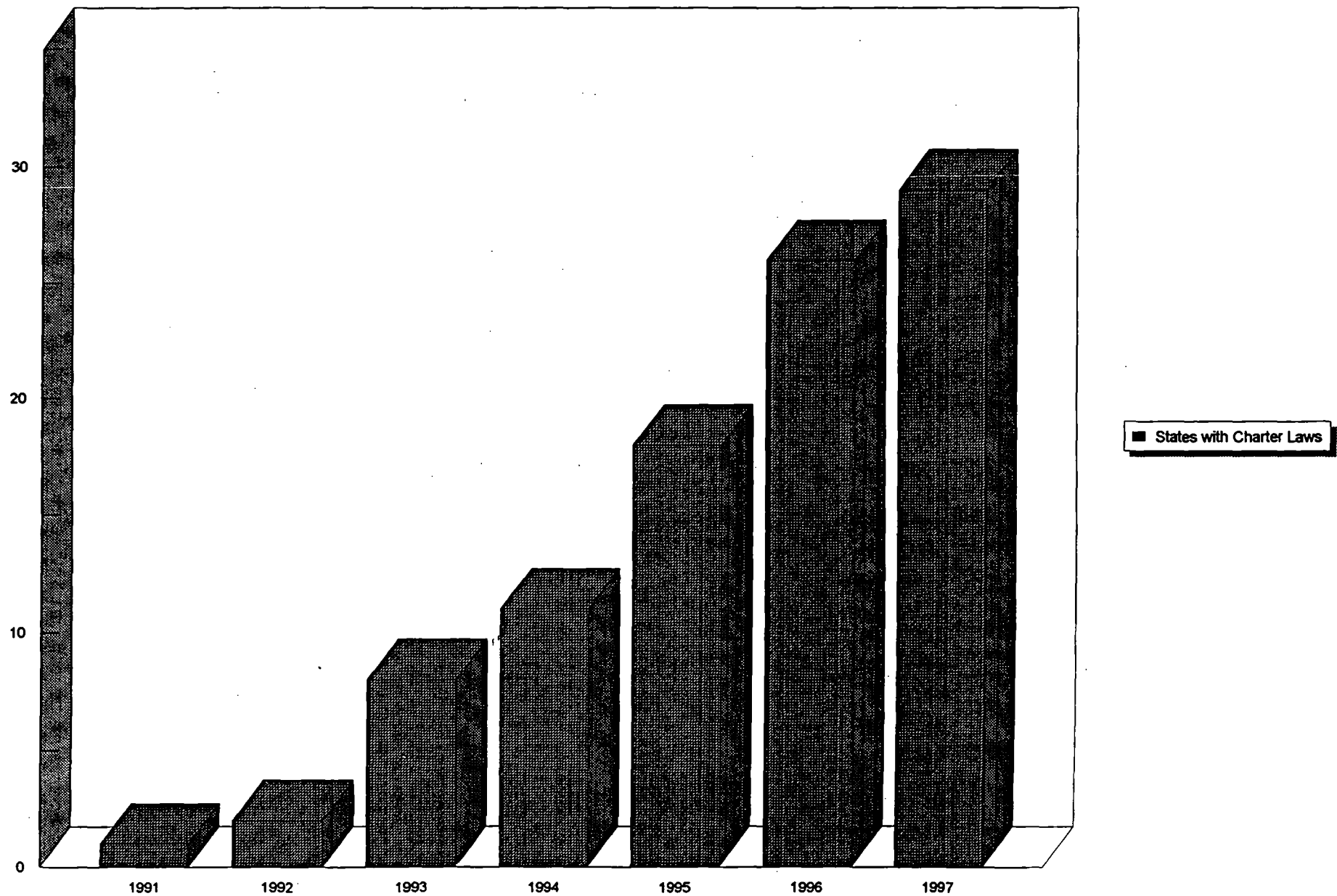
**Q. Are you planning to petition the Supreme Court to review the Ninth Circuit's decision upholding Proposition 209?**

**A.** I am awaiting advice on that question from my legal counsel and the Solicitor General, and I shouldn't address that question until I receive their advice. I can say that I will do everything I can to prevent other states or cities from passing ill-considered proposals like Proposition 209.

## Charter Schools In Operation (1992-1997)



## States With Charter Laws (1991-1997)





Draft 9/19/97 6:30pm

**PRESIDENT WILLIAM J. CLINTON  
REMARKS FOR CHARTER SCHOOL EVENT  
SAN CARLOS CHARTER LEARNING CENTER  
SAN CARLOS, CALIFORNIA  
September 20, 1997**

Acknowledgments: First Lady; Rep. Anna Eshoo; Superintendent Don Shalvey; Principal Elise Darwish [DAR-wish].

I am looking forward to talking to you all today about how charter schools are helping to lift standards, renew our public schools, and give our children the world class education they need to succeed in the 21st Century. I want to congratulate the San Carlos Learning Center for being the first of its kind in California -- which makes it among the very first in the United States.

For four-and-a-half years, I have worked to expand opportunity for every American through education, and to give our children the tools they need to make the most of their lives. The historic balanced budget I signed in July includes the largest new investment in education since 1965; from more children in Head Start, to our America Reads initiative, to putting computers in all our classrooms and libraries by the year 2000.

But to help our children make the most of their potential, we have to make sure that our schools are making the most of their resources. And to give our children the tools they need to make the most of their lives, we must give their parents and their communities the tools they need to make sure that our public schools are performing. That is why in 1994, we put in place the Charter Schools program that helped schools like San Carlos to get started.

Charter schools are public schools. They serve communities of all kinds and sizes -- their student bodies reflect the rich diversity of America. And they bring together the innovation, creativity and competition that make our public schools great. The way they work is simple: in exchange for the same per-student funding, fewer regulations and less red tape, these schools must meet higher expectations -- and if they don't do a good job, they lose their charter.

Since I was elected, the number of charter schools nationwide has gone from just one to 700 this Fall. And from Massachusetts to Minnesota to New Mexico, 27 states have passed laws permitting charter schools -- bringing the total to 29. By giving parents the power to choose a charter school, these states are helping to make all of our public schools better. And I want to encourage those states that have not yet done so to give parents that power -- and give our children a greater chance to succeed.

Today, I am pleased to announce \$46 million in grants to help more charter schools open their doors. From the start-up costs that are the biggest obstacle to starting new charter schools to curriculum development, from teacher training to new technology -- these grants will help communities establish approximately 500 new charter schools in 21 states.

But last week, Congress supported an amendment that would make sure these charter school grants are the last the national government ever gives out. This amendment would lump all of our education funds together and arbitrarily distribute them to the states. In the process, it would abolish our efforts to open charter schools, to put computers in our classrooms, and to create safe and drug-free schools. Congress also recently passed an amendment that would halt my plan for national tests in the basic skills -- tests that are absolutely essential to our continued progress. I will not let Congress undermine the quality of our children's education -- and I will veto any legislation that tries to do it.

Making sure our charter schools succeed requires something from us all. Teachers must teach to high standards that lift our children up; parents must stay involved and demand accountability; business leaders must lend their management expertise to help charter schools meet their goals; superintendents and teacher unions must commit themselves to support charter schools. And Boards of Education must exercise care in granting charters -- and approve applications by teams that are clearly up to the challenge.

For make no mistake: running a charter school is not an easy task -- it is a serious responsibility. It requires a vital, creative educational vision, sound judgment, and the ability to manage public funds. Above all, it requires an iron-clad commitment to provide every child who walks through the door an education second to none in the world.

To help more communities get started, I am pleased to announce that Secretary Riley will convene a National Conference on Charter Schools in Washington this November. This conference will bring together parents, teachers, school administrators, and education advocates to discuss problems, share best practices, and chart a course for the future of charter schools.

Before we get started, I want to thank some of the business leaders here with us today for their continued commitment to educational excellence: Regis McKenna, President of Regis McKenna, Inc.; David Ellington, the Chief Executive of Net Noir; Brook Byers, a partner of Kleiner Perkins; Jerry Young, co-founder of Yahoo!; and Paul Lippe, the Vice President of Synopsis. I also want to thank Larry Ellison, the Chairman and CEO of Oracle Corporation. Larry sponsored the San Carlos Learning Center, and just yesterday, he announced that Oracle's Promise -- a \$100 million foundation he pledged to create at the President's Summit for America's Future last April -- will connect the 100 most needy schools in Los Angeles to the Internet.

This is how we will meet America's challenges as we go forward -- and I thank all of you here today for your support. Now I want to turn this discussion over to the panel.

Draft 9/19/97 5:30pm

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But to help our children make the most of their potential, we have to make sure that our schools are making the most of their resources. And to give our children the tools they need to make the most of their lives, we must give their parents and their communities the tools they need to make sure that our public schools are performing. That is why in 1994, we put in place the charter school program that helped schools like San Carlos to get started.

Since <sup>I was first elected</sup> ~~then~~ the number of charter schools nationwide has gone from 2 to 700. <sup>19</sup> From Maryland to Michigan to Maine, 27 states have passed laws permitting charter schools -- bringing the total to 29. <sup>And</sup> I want to encourage those states that have not yet done so to give parents that power -- and give our children a greater chance to succeed.

Charter schools are public schools -- they are not just for the privileged few. They serve communities of all kinds and sizes, and their student bodies reflect the rich diversity of America. But in exchange for fewer regulations and less red tape, these schools must meet higher expectations -- and they stay open only as long as they are doing a good job. And by giving parents the power to choose a charter school, they are making all of our public schools better.

Today, I am pleased to announce \$46 million in grants to help more charter schools open their doors. From the start-up costs that are the biggest obstacle to starting new charter schools, to curriculum development, from teacher training to new technology -- these grants will help communities establish approximately 500 new charter schools in 21 states.

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But last week, Congress supported an amendment that would make sure these charter school grants are the last the national government ever gives out. This amendment would lump all of our education funds together and arbitrarily distribute them to the states. In the process, it would also abolish our efforts to open charter schools, to bring computers to every classroom, and to create safe and drug free schools across our country. And if Congress sends me legislation that undermines our ability to give our children the education they deserve -- as that legislation surely must -- then I will veto it.

Making sure our charter schools succeed requires something from us all. Teachers must strive for excellence and vow to teach to high standards that lift our children up; parents must stay involved on a day-to-day basis and demand accountability from teachers and administrators; superintendents and teachers unions must commit themselves to support charter schools -- and I want to commend the NEA for its role in establishing new charter schools. Boards of Education must exercise careful judgment in granting charters -- but they must also support applications by teams that are clearly up to the challenge.

For make no mistake: running charter schools is not an easy task -- it is a serious responsibility. It requires a vital, creative educational vision, sound judgment, and the ability to manage public funds. Above all, it requires an iron-clad commitment to provide every child who walks through the door an education second to none in the world.

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Larry?

Draft 9/19/97 5:00pm

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TALKING POINTS FOR CHARTER SCHOOL EVENT  
SAN CARLOS CHARTER LEARNING CENTER  
SAN CARLOS, CALIFORNIA  
September 20, 1997**

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For four-and-a-half years, education has been my top priority as President. The historic balanced budget that I was proud to sign this past July included the largest new investment in education since 1965; from more children in Head Start to our America Reads program that will mobilize [1 million volunteers] to make sure all our children can read when they leave the 3rd grade, to putting computers in all our classrooms and libraries by the year 2000.

But to help our children make the most of their potential, [we have to make sure that our schools are making the most of their resources.] That is why in 1994, we put in place a program that helps parents and communities demand accountability and high standards in education by helping them to start public charter schools. These schools have less red tape, but higher expectations. And they stay open only as long as they are doing a good job.

*VNT*  
Since then, <sup>9</sup>the number of charter schools nationwide has gone from 2 to 700. From <sup>to you I was his election</sup> this fall <sup>to</sup> Maryland to Michigan to Maine, 22 states have given parents the power to choose that ultimately makes all of our public schools better -- ~~bringing the total to 29~~. And I want to encourage those states that have not yet done so to give parents that power -- and give children a greater chance to succeed.

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And now I want to turn this discussion over to the panel.

## **ROUND TABLE PARTICIPANTS AND SUGGESTED QUESTIONS**

(In Speaking Order)

**Don Shalvey** - Superintendent of the San Carlos School District who spearheaded the effort to create the San Carlos Charter Learning Center. He sits on the State Superintendent's Advisory Committee on Charter Schools. He will moderate the discussion.

**Sue Bragato** - Parent and Co-Founder of the San Carlos Charter Learning Center, which was the first school in the state to receive a charter. The school is using a federal charter school grant. Sue is the Executive Director of the California Network of Educational Charters (CANEC).

***POTUS SUGGESTED QUESTION: You work with charter schools throughout the entire state. What can we at the national level do to help these schools get started and succeed?***

**Johnathan Williams** - Elementary School Teacher and Co-Founder of the Accelerated Charter School in South Central, L.A., which opened in 1994.

***POTUS SUGGESTED QUESTION: As a teacher you had a vision for improving education. How did the option of a charter school enable you to realize your vision?***

***HRC SUGGESTED QUESTION: What is your message to other teachers?***

**Kevin Jones** - Parent of first-grade student at the Accelerated Charter School in South Central, L.A. He works as a restaurant manager of a Taco Bell, and has been active in helping the school.

***HRC SUGGESTED QUESTION: You are very involved in your child's school, partly because Accelerated has made you feel like a strong partner in your child's education. How can other schools become equally inviting of parental involvement?***

**Yvonne Chan** - Principal of Vaughn Next Century Learning Center in L.A. (She spoke at the Family Conference.) Yvonne has helped transform Vaughn from a failing elementary school into a successful urban school, since becoming a charter school in 1993.

***HRC SUGGESTED QUESTION: How can your success become a model for other successful school reform efforts across the country?***

***POTUS SUGGESTED QUESTION: Charter Schools have to meet performance goals in order to keep their charters. What is the effect of this kind of accountability?***

**Gregory Miller** - 6th Grade Student at San Carlos Charter Learning Center. At age twelve, Gregory is President of Tenandar Software, which is a student-run computer business.

***POTUS SUGGESTED QUESTION: Do you think that computers and technology can help improve you and your peers' education?***

**Larry Ellison** - Founder and CEO of Oracle Corporation since 1977. Oracle made a \$100 million commitment to connect schools to the Internet at the Service Summit and just this week announced the 100 schools that they will furnish with computers in California.

***POTUS SUGGESTED QUESTION: I know you are as pleased as I am by the progress made in the number of schools connected to the Internet since I met with you, John Doerr, and other representatives from the high tech community in San Francisco two years ago. 65% of all schools are now connected, which is nearly double the number connected then. What difference do you think this will make in education?***

**Tom Ruiz** - Teacher and Union official who led the effort to convert the International Studies Academy in San Francisco into a charter school. He is currently on temporary leave to help the Bay Area Annenberg School Reform Effort.

***POTUS SUGGESTED QUESTION:*** After hearing about all of these successful schools, I bet a lot of people listening would like to go out and start their own charter school. What advice would you give to them?

***HRC SUGGESTED QUESTION:*** What message would you like to send to teachers and teacher union activists around the country about charter schools?

**Anna Talavera**, Parent of a 3rd grade student at Clear View Charter Elementary School in San Diego. She serves on the Futures and Bilingual Studies Committees at Clear View.

***HRC SUGGESTED QUESTION:*** What are the most pressing issues facing the strategic planning committee that you serve on?

**Kimberly Polese (po-LAY-see)** - President, and CEO of Marimba Inc., a software company. She demonstrated the “Dashboard” at the Family Conference, which will enable parents and teachers to communicate on-line about their children’s progress in school.

***POTUS SUGGESTED QUESTION:*** Why do you think it is important for high tech leaders to invest in education, parental involvement and innovative charter schools?

**Mark Kushner** - Founder and Principal of the Leadership High School in San Francisco, which first opened two weeks ago. Mark is a former attorney and high school English teacher.

***HRC SUGGESTED QUESTION:*** How can urban schools make effective use of city resources such as museums and libraries to enhance their children’s education?

**Jose Maya** - Freshman at the Leadership High School in San Francisco. He is excited about his first experience in a charter school. He is starting an anti-gang program.

***POTUS SUGGESTED QUESTION:*** You have thought a lot about the future of your generation. What do you think we as adults can do to help you and your peers succeed?

**Representative Anna Eshoo**

**Mrs. Clinton** - will make closing remarks.

**The President** - will make closing remarks.



## **PARTICIPANTS IN CHARTER SCHOOL EVENT**

- **Don Shalvey** – Superintendent, San Carlos School District. Currently serves on the State Superintendent's Advisory Committee on Charter Schools. Mr. Shalvey has worked in the California public schools system for over thirty years.

### ***SAN CARLOS CHARTER LEARNING CENTER – San Carlos, CA***

*San Carlos Charter Learning Center was the first school in California to receive a charter. The school enrolls 120 students through eighth grade. The school received \$49,600 in federal charter school grants last year. The school is committed to education technology and has a ratio of one computer to every five students. Parental involvement in the school is required.*

- **Sue Bragato** – Parent and Founder of the San Carlos Charter Learning Center. Ms. Bragato is currently the Executive Director of the California Network of Educational Charters (CANEC). She also serves on the State Superintendents' Charter School Advisory Committee.
- **Gregory Miller** – Gregory is twelve years old, in the Sixth grade, and is President of Tenadar Software; a student-run business which designs and programs games which are marketed on the Internet. He has been an employee of the Claris Cooperation and Apple Computer, Inc. since the age of ten. He served as the student representative for the Rutgers University Conference on Charter Schools in 1996.

### ***LEADERSHIP HIGH SCHOOL–San Francisco, CA***

*Leadership High School is a diverse, college preparatory school, which first opened two weeks ago. The school currently enrolls 100 high school freshman, and plans to add a new Freshman class every year to establish a full student body. Leadership's focus is to develop effective community leaders through a rigorous curriculum that is supported by innovative technology, leadership programs, service learning, and internships.*

- **Mark Kushner** – Mr. Kushner is the founder and principal of the Leadership High School. He is a former attorney and high school English teacher. Mr. Kushner currently serves on California Network of Educational Charters (CANEC).

### ***VAUGHN NEXT CENTURY LEARNING CENTER–San Fernando, CA***

*Since becoming a charter school in 1993, Vaughn has been transformed from a failing school with one of the lowest attendance rates in the school district into a high-performing school with improved test scores, excellent attendance, and involved parents. Vaughn was awarded the California distinguished school award in 1995 and is a 1997 recipient of the Department of Education Blue Ribbon School award. Vaughn serves 1,200 kindergarten through fifth grade students, and has an extended 200 day school year.*

- **Yvonne Chan**, Co-Founder and Principal of Vaughn Next Century Learning Center. Yvonne has helped transform Vaughn from a failing elementary school into strong charter

school that is the core of a new community.

### **ACCELERATED CHARTER SCHOOL—Los Angeles, CA**

*Located in South Central Los Angeles, the Accelerated School opened in 1994 and enrolls 140 kindergarten through sixth grade students. The Accelerated School strives to increase academic performance, student social responsibility, and parent participation.*

- **Jonathan Williams**, Teacher and Co-Founder of the Accelerated Charter School. After California's charter school law was enacted, Williams and a fellow teacher decided to apply for a charter to open a new public school in South Central L.A. emphasizing very high academic expectations for all students. Since the school opened in 1994, test scores have risen and parents have become extremely involved. Next Thursday, there will be a ribbon-cutting ceremony officially opening a new facility donated to the school by business leaders wanting to make a contribution to South Central Los Angeles.
- **Kevin Jones**, Parent of a first-grade student at the Accelerated Charter School in South Central, L.A. He works as a restaurant manager of a Taco Bell, and has been active in helping the school.

### **CLEAR VIEW ELEMENTARY SCHOOL—Chula Vista, CA.**

*The current enrollment at Clear View is 580 kindergarten through sixth grade students. Technology is integrated throughout the curriculum with at least eight computers in each classroom. Clear View promotes active parent involvement and strong partnerships between the school, home, and community.*

- **Anna Talavera**, Parent of a 3rd grade student at Clear View Charter Elementary School in San Diego. She serves on the Futures and Bilingual Studies Committees at Clear View. She values the commitment of faculty and involvement of parents at the school. .

### **INTERNATIONAL STUDIES ACADEMY—San Francisco, CA. 1993**

*The International Studies Academy enrolls 525 high school students. The school is one of more than 30 international high schools established in this century to promote international education and the study of foreign language.*

- **Tom Ruiz** – Teacher and Union official who led the effort to convert the International Studies Academy into a charter school. He is currently on temporary leave to help the Bay Area Annenberg School Reform Effort. Tom served as District/Union coordinator for the Restructuring Initiative which allowed the forming of the ISA.

### **PRIVATE SECTOR PARTICIPANTS**

- **Larry Ellison** – Founder and CEO of Oracle Corporation since 1977. Mr. Ellison stood with the President when he challenged the private sector to help connect every school to the Internet by the year 2000 and Oracle has since committed \$100 million to reach this goal. On September 18 in Los Angeles, Oracle announced the 100 schools in the state of California that they will furnish

with computers.

■ **Kimberly Polese** - President, and CEO of Marimba Inc., a software company. She was involved in the creation of the “Dashboard”, which will enable parents and teachers to communicate on-line about their children’s progress in school.

**\*\*DRAFT 9/17 - 12 PM\*\***  
**CHARTER SCHOOLS: RAISING STANDARDS**  
**AND EXPANDING PUBLIC SCHOOL CHOICE**

*[E]very state should give parents the power to choose the right public school for their children. Their right to choose will foster competition and innovation that can make public schools better. Our plan will help America to create 3,000 of these charter schools by the next century ... so that parents will have even more choices in sending their children to the best schools.*

*President Clinton, State of the Union Address, February 4, 1997*

**TODAY PRESIDENT CLINTON VISITED ONE OF THE NATION'S FIRST CHARTER SCHOOLS TO ANNOUNCE \$46 MILLION IN NEW AND CONTINUING GRANTS.**

[add description from OESE]. These grants will support [number of schools/students]. In addition, they will provide [anything other than planning and start-up?].

**CHARTER SCHOOLS HAVE EXPERIENCED TREMENDOUS GROWTH UNDER PRESIDENT CLINTON'S LEADERSHIP.** When President Clinton took office, there was one charter school in operation nationwide and only one state with a charter law. This year, over 700 charter schools are expected to be in operation. Likewise, the number of states with charter laws continues to grow -- 29 states, the District of Columbia and Puerto Rico have passed enabling legislation. The Clinton administration has provided critical support to the majority of the nation's charter schools by providing school planning and start-up grants, sponsoring information workshops and policy studies and supporting research on charter schools.

**CHARTER SCHOOLS PROVIDE FAMILIES WITH MORE OPTIONS WITHIN PUBLIC EDUCATION.** Every parent should be able to choose what public school their child will attend. The administration's support for the development of high-quality charter schools is increasing the choices parents have about their child's education. Charter schools are run by groups of teachers, parents or other community leaders that operate with a contract -- or charter. Charters explain how the school will operate and how well its students will perform. In many states, as long as the school meets the terms of its charter it is freed from many of the rules and regulations covering traditional public schools.

**CHOICE WITH PUBLIC ACCOUNTABILITY.** Charter schools are schools that are free to innovate and to demand high standards -- but they are schools that survive only if they produce results. Like all public schools, charter schools are nonsectarian, cannot charge tuition, are open to all students, and must still comply with health, safety and civil rights requirements. Charter schools are held highly accountable: if students fail to perform at levels described in their charter, or if the school breaks rules that have not been waived they can be closed.

**CHARTER SCHOOLS ARE PART OF OUR OVERALL STRATEGY FOR EDUCATION REFORM.** Charter schools are not a magic bullet, but are piece of a larger strategy of promoting high standards and accountability. A hallmark of President Clinton's effort to improve American education has been that we should have high expectations for every student. He has urged states and school districts to adopt challenging academic standards in all core subjects, and to adopt high national standards in the basics of reading and mathematics. The

President has strengthened existing federal programs and fought for new resources to improve local schools and help students reach those standards. Charters are promising vehicles for raising academic standards, empowering educators, involving parents and communities, increasing accountability and expand choice within the public school system. Lessons learned by charter schools can enhance accountability for all public schools, and can reinforce -- even accelerate -- other education reforms.

**CHARTERS ARE EVIDENCE OF THE KIND OF INNOVATION THAT RESULTS WHEN WE COMMIT TO IMPROVE -- NOT ABANDON -- OUR PUBLIC SCHOOLS.**

Charter schools are examples of genuine public education reform -- they provide a mechanism for change with real public accountability for promised results. Unlike charter schools, private school vouchers offer no public accountability -- there are no standards to meet, and no way to shut them down.

**CLINTON ADMINISTRATION CHARTER SCHOOL PROGRAM ADDRESSES THE MOST PRESSING CHALLENGE TO HIGH QUALITY CHARTER SCHOOLS.**

In 1993, President Clinton proposed a public charter schools program, which was enacted in 1994, as part of the reauthorization of the Elementary and Secondary Education Act. With the President's leadership, the charter school program has grown from \$6 million in FY 1995 to \$51 million in FY 1997. The President has requested \$100 million from Congress from FY 1998. Research, including the latest report from a national study of charter schools funded by the Department of Education, shows that the most dire need facing charter schools is a lack of access to planning and start-up funding. About 90% of these federal funds go to states to help fund the planning and start-up costs of the most promising of these innovative new schools. The grants announced today, along with those from prior years, will help over 450 charter schools in 19 states and the District of Columbia.

**CHARTER SCHOOL PROGRAM PROVIDES INFORMATION AND RESEARCH TO SUPPORT DEVELOPMENT OF HIGH QUALITY CHARTER SCHOOLS.**

Up to ten percent of the funds in the charter schools program can be used to conduct national activities, including peer review of applications, research, and other activities designed to enhance the success of charter schools. The Department of Education sponsors several activities to provide critical information to teachers, parents and the public, including: a charter schools website, informational meetings in states with new laws, workshops to provide assistance to school developers and those overseeing charters, and meetings to promote the sharing of ideas and information between charters and the rest of the public school system,. The Department is also awarding contracts for targeted research on charter schools in areas such as assessment and accountability, special education, school finance, equity, and leadership training.

## **U.S. DEPARTMENT OF EDUCATION PUBLIC CHARTER SCHOOLS PROGRAM**

In 1993, President Clinton proposed a public charter schools program, which was enacted in 1994, as part of the reauthorization of the Elementary and Secondary Education Act. This program provides grants that will help start over 400 charter schools in 19 states, Puerto Rico and the District of Columbia. This program is helping parents and award-winning teachers in partnership with businesses, universities, museums and others in their communities to start charter schools that are open to all students and accountable to the public for performance.

**Providing increased funding for high quality charter schools.** With the President's leadership, the charter school program has grown from \$6 million in FY 1995 to \$51 million in FY 1997. In the budget currently before Congress, the President has requested \$100 million for this program in FY 1998. The majority of these funds, about 90%, will go to states to help fund the planning and start-up costs of the most promising of these innovative new schools.

**Addressing the most pressing challenge to high quality charter schools.** Surveys and research, including the latest report from a national study of charter schools funded by the Department of Education, consistently show that the most dire need facing charter schools is a lack of access to planning and start-up funding. The charter schools program makes grants directly to states. States then pass these funds on to their charter schools to provide support for planning activities and start-up costs.

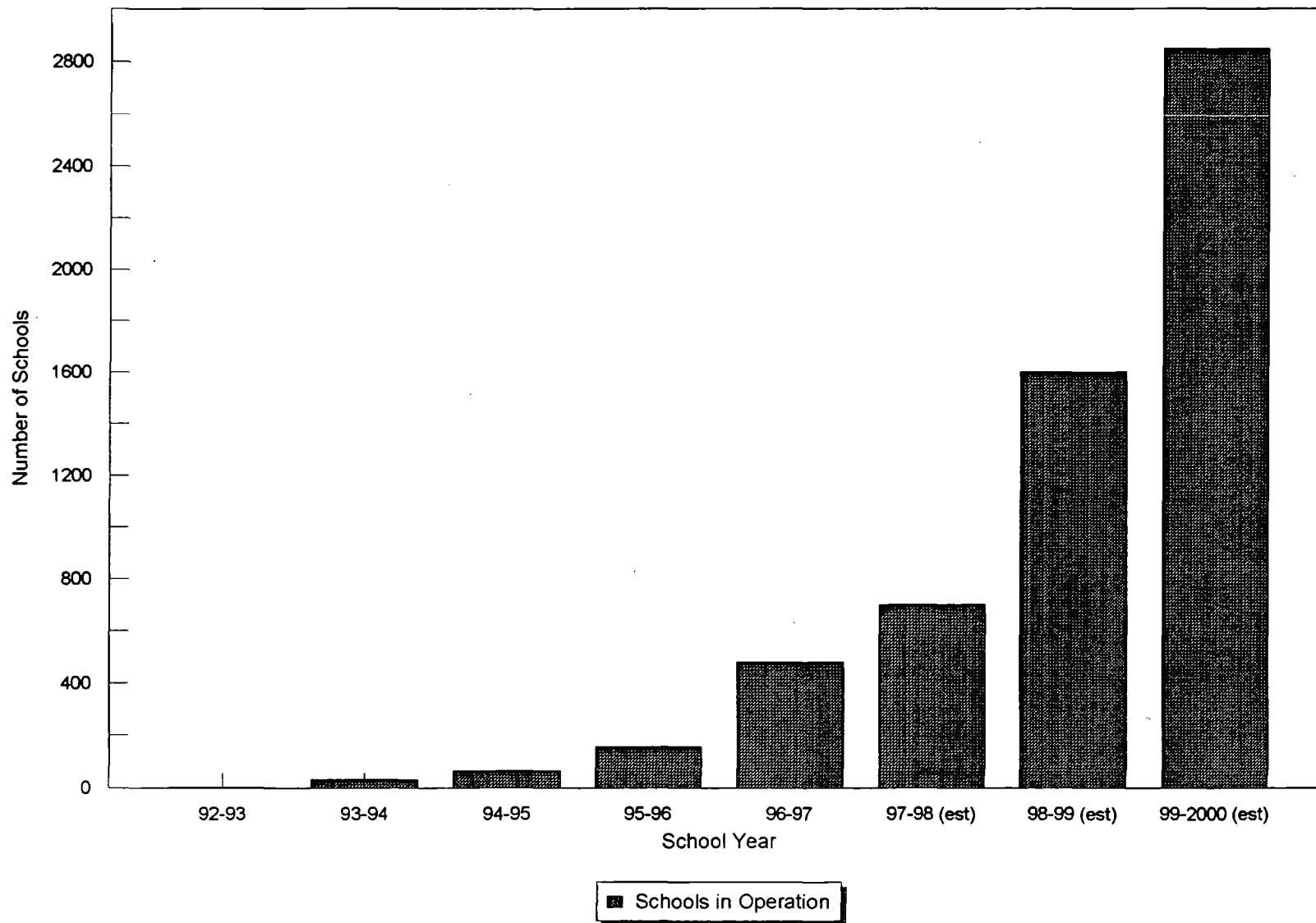
**Providing information to support the development of high quality charter schools.** Up to ten percent of the funds in the charter schools program can be used to conduct national activities, including peer review of applications, research, and other activities designed to enhance the success of charter schools. The Department of Education has sponsored several activities to provide critical information to teachers, parents and the public, including:

- a charter schools website ([www.uscharterschools.org](http://www.uscharterschools.org));
- three regional workshops to provide assistance to people operating or trying to create charter schools;
- two national meetings to enable people from around the country to come together to share and discuss ways to overcome obstacles and ensure success; and
- 15 informational meetings in States with new charter laws.

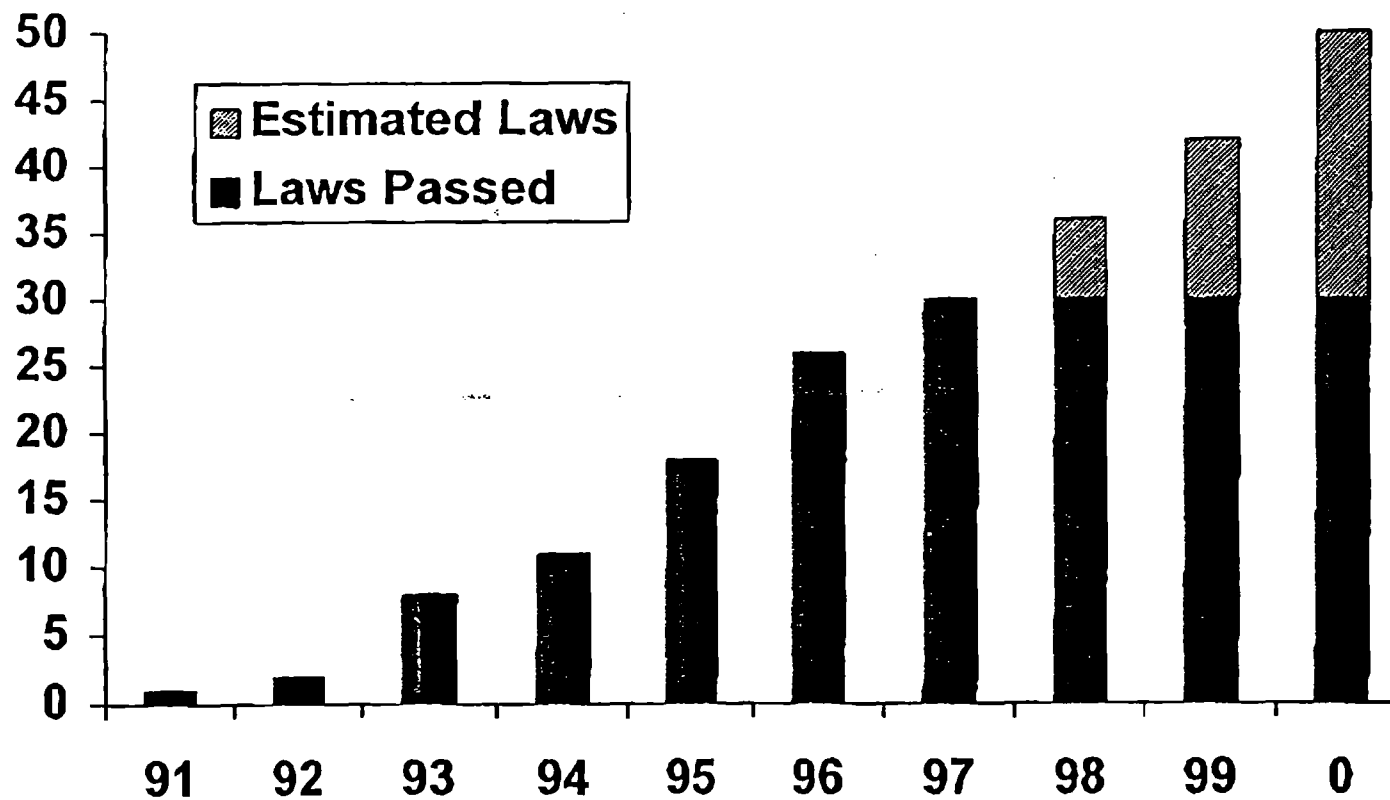
The Department will also be co-sponsoring a national conference on charter schools this fall.

**Supporting comprehensive research and evaluation.** Through its national activities program, the Department of Education also supports several research and evaluation activities including, the National Study of Charter Schools which is being conducted by RPP International in partnership with the University of Minnesota's Center for Applied Research and Educational Improvement and Boston's Institute for Responsive Education. The National Study consists of (1) an annual survey of all charter schools providing researchers and the public with data on the nation's charter schools and their student populations; (2) a long-term study of achievement data from 92 charter schools and 32 comparison schools; and (3) in-depth studies of particular policy issues conducted at six different charter schools sites. The Department is also awarding contracts for targeted research in areas such as assessment and accountability, special education, school finance, equity, leadership training, outreach, and cross-fertilization between charters and other public schools.

## Charter Schools In Operation 1992-2000



# States with Charter School Laws





# **SCHOOLS PARTICIPATING IN THE ROUNDTABLE DISCUSSION WITH THE PRESIDENT**

## **I. The Accelerated Charter School**

Los Angeles, CA

**Type of School:** New start-up

**Charter Status Obtained:** 1994

**Educational Focus:** Located in South Central Los Angeles, this charter elementary school is philosophically grounded in the Accelerated Schools Model that emphasizes high expectations for all students. The Accelerated charter school strives not only to increase academic performance, but also to teach its students social responsibility, increase parent participation, and create a sense of ownership within the school community.

**Grades Currently Served:** 140 Kindergarten through sixth grade students

**Demographics:** (1994-95) 2% American Indian, 48% Hispanic, 50% African American 94% of the students qualify for free and reduced lunch.

### **Interesting Facts:**

- During the school's first year, student standardized test scores showed an increase of 21.9% in reading and 41.5% in math.
- The school has established a teacher training program in cooperation with California State University Los Angeles and Pacific Oaks College.
- The school offers English-as-a-second-language (ESL) classes for community members.
- Accelerated moved during the summer of 1997 from their rented church space to a new location that will accommodate 1200 students (Carole Little donated the building).

**Contact:** Kevin Sved, 213-235-6343

## **II. Clear View Elementary School**

Chula Vista, CA

**Type of School:** Public school conversion

**Charter Status Obtained:** 1994

**Educational Focus:** Clear view provides an active learning environment where students can develop an understanding of contemporary issues and technology and participate in a partnership between the school, home, and community. The school aims to prepare students to function effectively in a world of new ideas; think independently, critically, and creatively; and to become collaborative workers.

**Grades Currently Served:** 595 Kindergarten through sixth grade students

**Demographics:** 25% Asian and Pacific Islander, 50% Hispanic, and 25% White.

**Interesting Facts:**

- Located five miles north of the Mexican border, the school serves as both a “neighborhood” school and cluster site for Spanish primary language instruction.
- The school is nationally recognized for its innovative and intensive use of instructional technology and was named an International Model Technology School by Cox Communications.
- There are at least 8 computers in every classroom.

**Contact:** Lesley Woldt, 619-498-3000

### **III. International Studies Academy**

San Francisco, CA

**Type of School:** Public school conversion

**Charter Status Obtained:** Received charter in 1993 and opened in 1994

**Educational Focus:** The International studies academy is one of more than 30 international high schools established in this country to promote international education and the study of foreign language. The school’s curriculum centers around issues including commerce, trade, and tourism- with an option to pursue the prestigious International Baccalaureate diploma. The school features block scheduling and cooperative agreements with San Francisco Community College District.

**Grades Currently Served:** 545 Ninth through twelfth grade students

**Demographics:** (1994-95) 1% American Indian, 36% Asian and Pacific Islander, 33% Hispanic, 12% African American, and 17% white. 50% of the students qualify for free and reduced lunch.

**Interesting Facts:**

- ISA serves a large educationally-disadvantaged and limited-English proficient population, and has a special program for hearing impaired students.
- All students engage in community-based service learning projects.
- Extensive career counseling services are supplemented by an internship partnership with the San Francisco State University counseling program.
- ISA has established partnerships with the Bay Area Global Education Project, the World Affairs Council, Project 2061 (science and technology), the Bay Area Writing Project, the Coalition of Essential Schools, and Coopers and Lybrand.

**Contact:** Cam Nguyen, 415-695-5866

## **IV. Leadership High School**

San Francisco, CA

**Type of School:** New start-up

**Charter Status Obtained:** 1997

**Educational Focus:** Leadership plans to serve San Francisco and its diverse student base by providing an excellent education and developing effective community leaders. They have developed a rigorous curriculum that is college preparatory, supported by innovative technology (each student will have their own E-mail address), leadership programs, service learning, internships, and classes in English, History, Mathematics, Science, Foreign Language, and Art.

**Grades Currently Served:** 100 Ninth grade students

**Demographics:** 20% Asian and Pacific Islander, 25% Hispanic, 25% African American, 30% white-including Russian immigrants. The students hail from 21 elementary schools and every zip code in the city.

### **Interesting Facts:**

- Leadership will have a strong partnership with the University which will provide student tutors, counselors, and, next year, pre-service teaching interns.
- Students at the school will be encouraged to take on business internships and participate in volunteer opportunities in the community. Students will spend Friday afternoons in the community taking advantage of other learning opportunities.
- Leadership has numerous business partners and donors, including Golden Gate University which rents classroom space to the school.
- Students have YMCA memberships to allow the school to use the facility for physical education and give the students a place to spend their off campus hours.

**Contact:** Mark Kushner, 415-951-4767

## **V. San Carlos Charter Learning Center**

San Carlos, CA

**Type of School:** Start-up

**Charter Status Obtained:** 1994

**Educational Focus:** The curriculum is based on current research about learning and the grouping of students. Students learn in multi-age classrooms with two or more grade levels of children in one classroom. All instruction is based on the constructiveness learning theory and the theory of multiple intelligences. Children are engaged in hands-on, minds-on learning every day. Each child's personalized learning plan is created by the teacher, parent and student. Outcomes are measured by the new California Learning Assessment System, and the school has articulated its goal of achieving in the top quartile. Other locally developed assessments will also be used including student products, performances, and Rites of Passage Experiences. Parental participation is required.

**Grades Currently Served:** 120 Kindergarten through eighth grade students

**Demographics:** (1994-95) 14% Asian and Pacific Islander, 11% Hispanic, 8% African American, and 67% white.

**Interesting Facts:**

- San Carlos was California's first charter school
- San Carlos provides an after school "Educare" program to support the school's basic instructional day and reinforce learning experiences. Revenues from Educare support instructional assistants in the "regular" classroom.
- San Carlos was started as a vision of the district's superintendent
- 20,000 volunteer hours have been logged in creating and maintaining the learning center.
- Thanadar Software, a student-based company with most of its students coming from San Carlos Charter Learning Center, develops and markets inexpensive games and learning software for children of all ages. A portion of Thanadar's profits are pledged to the school's technology program. Thanadar's President, Greg M. started developing software and web pages when he was age 10.
- There is one computer for every five students at San Carlos.
- San Carlos Community Learning center receives support from Apple, Hewlett Packard, and Oracle.
- **Contact:** Elise Darwish, 415-508-7343

## **VI. Vaughn Next Century Learning Center**

San Fernando, CA

**Type of School:** Public school conversion

**Charter Status Obtained:** 1993

**Educational Focus:** The school serves a population of severely disadvantaged elementary school students, using a full service system including a child-centered curriculum, small classes, integrated technology, preschool education, accelerated English transition for its 900 limited-English proficient students, and an extended 200 day school year.

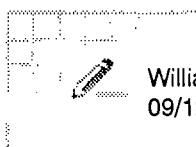
**Grades Currently Served:** 1,150 Kindergarten through fifth grade students

**Demographics:** 95% Hispanic, 4% African American, and 1% white. 50% of the students have limited-English proficiency.

**Interesting Facts:**

- Vaughn is a 1997 US Department of Education Blue Ribbon School (Vaughn is the first charter school to receive this distinction.)
- Vaughn was awarded the prestigious California Distinguished School award in 1995
- Vaughn serves as a model site for the RJR Nabisco Next Century Schools
- Vaughn is a Danforth Foundation Successful School
- Vaughn participates in California's School Restructuring and Healthy Start programs.

**Contact:** Yvonne Chan, 818-896-7461



William R. Kincaid  
09/12/97 06:49:20 PM

Record Type: Record

To: Michael Cohen/OPD/EOP, Tanya E. Martin/OPD/EOP, Jonathan H. Schnur/OVP @ OVP

cc:

Subject: Charter Event

Christa dropped by just now and updated me on some things about the charter event. Everyone else probably is aware of these details, given the meeting(s) today, but in case not:

Primary possibility is still San Marino but advance people are also going to look at the SF International School, in the knowledge that vetting will have to be completed first thing Mon. A.m.

Jon is trying to get further clarification on Doerr's involvement with the Leadership School, but evidently Ann feels that we should be going to a school with a proven track record. I hear where she's coming from but given the backing this one has it seems unlikely to go under in 6 mos and a ribbon cutting would underscore the big story here -- from 1 to 700 under Clinton.

San Francisco State folks had wanted to do an America Reads angle on this but its now agreed they will just be present and acknowledged.

ORACLE wiring event -- checking to see whether we could do a phone hook up or something to get POTUS into story on the 18th and keep the two separate so as not to step on charters. Probably would have Ellison at charter school and acknowledge him, but in talking its hard to see how he would fit on a panel discussion principally on charters, even if a few charters are getting wiring help.

Press paper needs to be finalized by Thursday, because it will be given to the press and embargoed on the front end of trip. The good news is this may help in getting some substantive stories out of this.

She is anxious to contact panel participants Monday, and once these are confirmed she thinks this will contribute to press interest as well.

-- Bill

# AMERICA'S PROMISE

THE ALLIANCE FOR YOUTH

cc Bruce Reed  
Mike Cohen  
Bill Kincaid

Colin L. Powell  
General, U.S. Army (Ret)

Christa Robinson

From: Diana

3003 North Washington Street  
Suite 400  
Alexandria, VA 22314-1500  
Tel: 703.681.1500  
Fax: 703.681.7324  
www.americanpromise.org

## PRESIDENT CLINTON AT CARVER MIDDLE SCHOOL

America's Promise – The Alliance For Youth respectfully requests a scheduling commitment from President Clinton to attend the inauguration of the Oracle's Promise demonstration school sites at George Washington Carver Middle School on September 20, 1997. This scheduling request merits President Clinton's positive consideration for the following reasons:

America's  
Promise  
is  
pushing  
this.

- Days after the Presidents' Summit For America's Future concluded, Maureen Dowd of *The New York Times* – in a front page article – wrote, "the Volunteerism Summit has a half-life of 30 seconds." A compelling need exists for the President to dramatically highlight the efforts of corporations implementing substantive commitments made to the Presidents' Summit and America's Promise – The Alliance For Youth prior to the six month anniversary of the Summit effort. Next month is the Summit's six month anniversary.
- Oracle Corporation created a \$100 million corporate foundation, named Oracle's Promise, as the largest corporate commitment made to the Summit effort. The mission of Oracle's Promise is to supply Network Computers to every child, in every classroom in America. Oracle's Promise is aggressively implementing this commitment in the Los Angeles Unified School District (LAUSD) while finalizing plans for a national roll-out strategy.
- On September 20, 1997, in Los Angeles at Carver Middle School, Oracle's Promise will announce plans to provide Network Computers to the 100 poorest-performing schools in the LAUSD. For the past several months (most recently on August 1, 1997), the *Los Angeles Times* has published – at the request of LAUSD's Superintendent – a list of the District's 100 poorest-performing schools. The 100 schools have been named due to low student test scores; resource deprivation in the school and surrounding neighborhoods; over-crowded classrooms; and, inexperienced teachers.
- Ruben Zacarias, Superintendent of the LAUSD, has mandated that the 100 poorest-performing schools submit improvement plans to the District next month. The Oracle's Promise commitment to supply Network Computers to these 100 schools, provides Principals with a tangible resource – and weapon – to combat circumstances instigating a designation as one of the District's poorest performing schools. On September 20, 1997, all 100 Principals from the District's 100 poorest performing schools will be participants of the Oracle's Promise media event.
- President Clinton, in last year's State of the Union Address, stated, "In our schools, every classroom in America must be connected to the information superhighway, with computers good software, and well-trained teachers. We are working with the telecommunications industry, educators and parents to connect 20 percent of California's classrooms this spring, and every classroom and every library in the entire United States by the year 2000." By participating in the Oracle's Promise announcement, President Clinton vividly escalates the Administration's education and technology platform by highlighting private sector involvement that is actively bringing the Administration closer to its goals for California and the nation.
- On September 20, 1997, Oracle's Promise will announce a partnership with consumer hardware manufacturers to provide 2,000 Network Computers to parents and teachers, for home use. Oracle's Promise recognizes that computer literacy is a family issue – parents and teachers often need as much, if not more, computer education as students.



LOS ANGELES TIMES

# Zacarias Gives Deadline to 100 Lowest Schools

■ **Education:** Poorest-performing campuses must come up with plans to improve, superintendent says. Administrators say funding is needed.

By AMY PYLE  
and DOUG SMITH  
TIMES EDUCATION WRITERS

In a closed-door meeting Thursday with school administrators from throughout the Los Angeles Unified School District, Supt. Ruben Zacarias gave the system's 100 poorest-performing schools an October deadline to come up with their own improvement plans.

The list of targeted schools has not changed since a draft was disclosed by The Times last month. The majority of Los Angeles campuses where students test toward the bottom third against a national standard lie in working-class areas and share the complex problems of poverty, crowded classrooms and inexperienced teachers.

Zacarias said that he intends to require quarterly progress reports from the schools and that the results might trigger more aggressive bureaucratic intervention.

Although each school has its own unique problems that must be sorted out locally, Zacarias said, some "universal truths" apply to many of them and offer avenues for broader changes from the top—including chronic teacher absenteeism, low parent involvement and high student-dropout rates.

The new superintendent also made it clear that while he was singling these 100 schools out, he would not be letting the other 544 schools off the hook. He

Please see SCHOOLS, B4

Continued from B1  
said that was why he summoned all 27 regional cluster leaders to district headquarters.

"This is not about 100 schools," said Zacarias, who begins his second month as superintendent today. "I expect improvement from all schools."

After the two-hour meeting, cluster leaders said they welcomed the scrutiny as a wake-up call that they hoped would stir more support from parents and teachers for improvements already in the works.

"Sometimes you get complacent and you don't rise to the occasion," said Robert Barner, who oversees a South Los Angeles region that includes Jordan and Locke high schools.

Some 21 regular schools

were on the list. "You simply can't say, 'You have to do it' and not provide the resources."

While vowing not to pull funding from other schools, Zacarias left the door open to funneling additional money into the 100 schools' efforts from this year's expected increase in state revenue.

Primarily, however, Zacarias said he would work with the 100 principals to craft ways to put the money they have to better use—beginning with a workshop next month and ending in final plans of action by the end of October.

After two years, the schools that have not met individual improvement goals could face such radical action as "reconstitution"—an approach being tried in some other big-city school districts in which an entire school staff is

## Schools Facing Scrutiny

Here are the 100 poorest-performing Los Angeles Unified schools, with No. 1—99th Street Elementary—being the school with the worst ranking on new Supt. Ruben Zacarias' report card.

### Elementary Schools

|     |                             |
|-----|-----------------------------|
| 18  | 6th Ave. Elem.              |
| 81  | 28th St. Elem.              |
| 66  | 54th St. Elem.              |
| 32  | 59th St. Elem.              |
| 24  | 52nd St. Elem.              |
| 93  | 68th St. Elem.              |
| 29  | 75th St. Elem.              |
| 95  | 74th St. Elem.              |
| 48  | 95th St. Elem.              |
| 1   | 99th St. Elem.              |
| 19  | 102nd St. Elem.             |
| 3   | 107th St. Elem.             |
| 20  | 116th St. Elem.             |
| 41  | 112th St. Elem.             |
| 11  | 118th St. Elem.             |
| 73  | 122nd St. Elem.             |
| 98  | Ambler Elem.                |
| 70  | Arlington Hs. Elem.         |
| 94  | Bar-Tec. Hs. Elem.          |
| 71  | Hughes Elem.                |
| 82  | Bridge Elem.                |
| 52  | Broadous Elem.              |
| 59  | Broadway Elem.              |
| 60  | Budlong Elem.               |
| 40  | Cohasset Elem.              |
| 40  | Elizabeth St. Learning Ctr. |
| 97  | Euclid Elem.                |
| 33  | Figueras Elem.              |
| 96  | Garvanza Elem.              |
| 87  | Glenwood Elem.              |
| 42  | Graham Elem.                |
| 8   | Grape Elem.                 |
| 86  | Hawaiian Elem.              |
| 10  | J. Hillcrest Drive Elem.    |
| 39  | Holmes Elem.                |
| 100 | Hooper Elem.                |
| 5   | Hyde Park Blvd. Elem.       |
| 78  | LaSalle Elem.               |
| 78  | Legan Elem.                 |
| 53  | Manchester Elem.            |
| 81  | Menlo Elem.                 |
| 2   | Miller Elem.                |
| 85  | Murchison Elem.             |
| 58  | Normandie Elem.             |
| 58  | Park Western Elem.          |
| 37  | Pacoima Elem.               |
| 74  | Parmalee Ave. Elem.         |
| 35  | Purche Elem.                |
| 9   | Raymond Ave. Elem.          |
| 14  | Russell Elem.               |
| 9   | Santa Monica Elem.          |

|    |                    |
|----|--------------------|
| 80 | McKinley Elem.     |
| 47 | Shenandoah Elem.   |
| 16 | Sierra Vista Elem. |
| 77 | South Park Elem.   |
| 46 | Weemes Elem.       |
| 83 | Utah Elem.         |
| 13 | Virginia Elem.     |
| 68 | Wadsworth Elem.    |
| 25 | Weigand Elem.      |
| 44 | West Vernon Elem.  |
| 49 | Westminster Elem.  |
| 23 | Woodcrest Elem.    |

### Middle Schools

|    |                           |
|----|---------------------------|
| 26 | Adams Middle School       |
| 68 | Audubon Middle School     |
| 51 | Bethune Middle School     |
| 30 | Carver Middle School      |
| 67 | Clay Middle School        |
| 72 | Curuss Middle School      |
| 7  | Drew Middle School        |
| 38 | Edison Middle School      |
| 21 | Gompers Middle School     |
| 64 | Harte Prep Middle School  |
| 69 | La Conte Middle School    |
| 36 | Maclay Middle School      |
| 28 | Markham Middle School     |
| 84 | Mt. Vernon Middle School  |
| 34 | Muir Middle School        |
| 65 | Nimitz Middle School      |
| 54 | Olive Vista Middle School |
| 92 | Webster Middle School     |

### High Schools

|    |                 |
|----|-----------------|
| 91 | Banning         |
| 57 | Bell            |
| 62 | Belmont         |
| 31 | Crenshaw        |
| 27 | Dorsey          |
| 83 | Franklin        |
| 6  | Fremont         |
| 99 | Gardena         |
| 90 | Garfield        |
| 55 | Hollywood       |
| 45 | Huntington Park |
| 15 | Jefferson       |
| 4  | Jordan          |
| 12 | Locke           |
| 75 | Los Angeles     |
| 17 | Manual Arts     |
| 43 | Roosevelt       |
| 22 | Washington Prep |
| 79 | Wilson          |

student performance is improving or declining, the ranking did not take into account schools' scores from previous years.

Testing experts say such a one-year snapshot does not provide important context. Professor Robert Calfee, who teaches education and psychology at Stanford University, said a three- to five-year window is essential to determine whether a school already is on the right track.

Zacarias said multi-year trends will be looked at during the school-by-school review, with encouragement offered to those improving and more intervention given those on the decline.

A preliminary review of the 10 lowest-ranked schools, however, indicates that none have logged significant upward trends during

instruction for lagging students.

A Times analysis of the 100 schools offered some insight into the uphill battle they face: More than 42% of their students came from families on welfare, compared with 30% at other district schools. Nearly twice as many operate on year-round schedules because they could not otherwise accommodate all the neighborhood's children.

They also tended to fall below the average spending level for teacher and administrative salaries, an indication they employ more novice teachers.

Student transiency emerged as another thorny issue for the low performers. As a group, the 100 schools lost 27% of the students during the course of the year, compared with 19% in the rest of

Under Barner's jurisdiction made the lowest-performing schools list. Though student attendance was not part of the criteria for selecting the schools, Jordan and Locke also had the worst attendance rates among district high schools and Jordan had the second-highest dropout rate.

Cluster leaders were talking Thursday about plans to beef up anti-truancy programs, parent training courses and reading tutors.

But without additional money, the administrators said, making headway will be difficult.

"To make it come alive, we have to have that," said Daniel Lawson, leader of the Crenshaw/Dorsey cluster, where 10 of 17 schools

replaced.

"I plan to keep a watchful eye on the progress at each school," Zaccarias said.

The list of the bottom 100 was taken from a ranking of all the district's campuses based on a calculation of each school's average 1996 test scores in the fourth, seventh and ninth grades.

In the secondary grades, only the Comprehensive Test of Basic Skills was used, leaving out all non-English-speaking middle and high school students. The fourth-grade ranking used a combination of that test and Aprenda, the test given to Spanish-speaking students.

Although the cluster administrators were given each school's average scores for the past three years as a way to gauge whether

the past three years on either test.

Many of the schools on the lowest-100 list have been part of years-long improvement efforts that have not lifted them off the bottom.

Forty of the 100 schools are part of LEARN, the district's largest reform program, which offers additional budget control to schools willing to restructure their governance to include a panel of parents, teachers and staff.

Three were part of a similar reform known as Ten Schools, which a decade ago targeted 10 of the worst-performing schools with high African American populations for a large investment of money and personnel. Another is part of a program called Accelerated Schools, which shuns remedial classes in favor of speeded up

the district.

With a lack of continuity in the student body, schools find themselves testing a significantly different group of students than the ones they taught.

Crenshaw/Dorsey administrator Lawson said he believes that transiency levels may be the biggest difference between lower- and higher-performing schools in his region.

To begin to address that problem, elementary schools in the cluster recently agreed to buy the same series of reading texts, so that as students move from one school to another they do not encounter a new book.

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**THE TRIP OF  
THE PRESIDENT OF THE UNITED STATES  
TO SAN FRANCISCO, CALIFORNIA  
SATURDAY, SEPTEMBER 20, 1997**

**PHONE: 415-391-~~4807~~ FAX: 415-391-4807**  
**5713**

TO: Christa Robinson

FAX NUMBER: 202-456-7028

DATE: 9/16/97

FROM: Al Rutherford

MESSAGE: Info on San Carlos  
Charter School

14 Pages

**A Vision of the San Carlos**  
**Charter Learning Center**

Prepared by Members of the Charter Community  
Third Edition  
January, 1995

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# **A Vision of the San Carlos Charter Learning Center**

## **I. INTRODUCTION: WHY A NEW SCHOOL?**

The granting of the San Carlos Community Charter is a gift the community has chosen to give to itself. Its implementation has created a new learning system that provides an opportunity to innovate and explore, to be at the cutting edge of educational reform, and to lead our schools and our community into the 21st century.

The establishment of the CLC was made possible by Senate Bill 1448, passed by the California State Legislature in September, 1992. This legislation allows the creation of up to 100 Charter Schools in our state. Members of the San Carlos community, in close collaboration with District personnel, wrote the Charter proposal. It was endorsed by more than the requisite number of our teachers and then submitted to the San Carlos School District Board of Trustees. The proposal was unanimously approved by the Board and, in February of 1993, the state named San Carlos the site of California's first Charter School. Members of the Charter Community are accountable to the Board of Trustees (grantors of the Charter) for meeting the outcomes specified in the Charter.

The gifts the Charter legislation granted, and our community accepted, are freedom and opportunity — freedom from the California code of education and opportunity to create a school under local control and designed to meet local needs. It is an opportunity to quickly and straightforwardly implement what the local citizens believe to be the best ideas, both new

and old, about how to educate children.

The primary focus of the Charter Learning Center is on the well-being of the children of our community. Project designers have created a purposeful, living laboratory which operates in a caring, supportive and closely watched environment. As an integral part of the San Carlos School District, the Charter's successful innovations will be transferable to other schools in the District and to the larger world community, thus benefiting all of our children. The CLC will also benefit adult members of the community. CLC members seek to make education a community passion.

This freedom and opportunity will allow the Charter to be more unique in the following ways:

- additional focus on individual, personalized learning which can provide flexibility for learners who want to help direct their own education;
- parent participation which will challenge parents to be more deeply involved in their child's education;
- community service roles for the learners which intertwine the community and the school in partnership;
- extended school hours to enhance learning and meet the needs of families through the Educare program;
- offering technology opportunities to learners to really push the limit of what it means to prepare for the 21st century;

- encourage educators and learners to be more innovative

The mission described in the Charter is the following: "Our mission is to create a learning system that develops students who are

*competent, confident, productive and responsible young adults who will possess the habits, skills and attitudes to succeed in high school, and be offered the invitation of a post-secondary education and satisfying employment."*

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## II. VALUES AND PRINCIPLES

As members of the San Carlos Charter Community, we share a set of values. We define **values** to be qualities and attributes that are worthwhile and that we seek to have present in all we do as members of the Charter Community.

### Individual Values

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

**Personal Mastery** — We strive for personal mastery, the process of continual improvement. We continually seek to surpass our previous personal best.

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

**Self-Esteem** — Our self-image and vision of our future have a major impact on how we function throughout life. We seek to acknowledge individual achievements, validate personal goals, recognize each member's unique-

ness and encourage interpersonal and intra-personal skill acquisition in order to foster development of self-esteem.

### Group Values

**Shared Responsibility** — The Charter Community is a collaboration whose members share goals, responsibilities and leadership. We seek our fair share of the work load, and view ourselves as

accountable for the outcomes produced by the Charter. We acknowledge a global responsibility that is an extension of our personal responsibility. While each of us is responsible for our own actions and accountable for their consequences, we share a responsibility for the well-being of our group, our community, our country and our planet.

**Community** — Community is individuals coming together in a spirit of cooperation and fellowship for the purpose of creating something that is out of their reach if they function independently. As we seek to create and maintain community, we recognize the unique worth of each individual. We acknowledge our commonalities and work to understand and appreciate our diversities.

## **Principles**

We consider **principles** to be guides to action. We agree to apply the principles of balance and flexibility as we undertake the work of the Charter.

**Balance** — In all its activities, the Charter Community seeks to achieve a fair balance between meeting the needs of the individual and the well being of the group, between the quality of the outcome and of the process that creates that outcome, between the need for

satisfying work and rejuvenating play.

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

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## **III. THE LEARNING PROGRAM: WHAT AND HOW**

### **Foundations**

The Charter's **learning program** is built on the belief that all children can learn, but not in the same way, nor equally well from the same sources. It recognizes that children are variously gifted. Based on the work of Howard Gardner of Harvard, there are at least seven different capabilities or "intelligences":

- linguistic
- mathematical/logical
- intrapersonal (self)
- interpersonal (others)
- bodily-kinesthetic
- spatial
- musical

While retaining the traditional heavy focus on the linguistic and mathematical/logical areas ("the three R's"), the Charter's learning program recognizes the worth of and seeks to develop all these areas.

The centerpiece of the Charter's learning program is the **Personalized Learning Plan**.

Working together, student, parent and educator seek to identify, for each learner, areas of greatest strength and weakness and to define individual learning styles. The plan encourages the learner to capitalize on strengths and shore up areas of weaknesses. Individual learning goals are set and are linked to personal interests and needs.

The personalized learning plan encourages learners to take personal responsibility for their own learning while encouraging teachers, parents and the community to share in that responsibility. Through the use of personalized learning plans, the CLC ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from extra adult help, and all learners benefit from multiple approaches and multiple environments.

The learning program supports the Charter's goal of developing "lifelong learners." It is designed

to stimulate the desire to learn. It is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge and self-expression and the thrill of exploration. It is flexible to accommodate the individuality of learners and to evolve as the Charter Community learns and grows, and as the world around us evolves.

### **The Partnership Perspective**

*"Interconnectedness"* and *"relevance"* are hallmarks of the Charter learning program, and find expression in the analogy of "building bridges over walls." Our challenge is to identify and surmount: a) the walls that separate people of all ages from a love of learning; b) the barriers that prevent them from preparing for and finding successful and satisfying employment; and c) the barricades that divide individuals from each other and from their local, national and international communities.

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

Motivation is the key to building this participatory, connected learning. The root of motivation is linking new skills and knowledge to personal interests and needs. Special emphasis is given to the relevance each subject has to the

learner's own goals.

Unifying themes bridge various subjects and show the impact each has upon the other and the relevance of each to the real world. Sample unifying themes are: a) how mathematics is integrated into the sciences and the arts; b) the impact of science, the arts, agriculture, etc. on historical trends; c) comparing animal and human division of labor and social structures; or d) sharing scientific results through expository writing.

*Bridges between Individuals*—CLC members recognize that they are living in a cross-cultural and multi-religious global society. Appreciation of and respect for group and individual differences and similarities is encouraged. Learners develop their own social insights by examining the impact that racial, religious and ethnic divisions have had on local and international communities. They understand the effect individuals can have in our increasingly interdependent world.

Bridges are more easily built when individual and group competitions in sports and other activities are free of hostility. We encourage competition based on personal mastery and a striving to improve one's own best performance.

*Bridges to the Community* —The Charter describes an alliance made up of a "seamless web of educators, parents, businesses, community services and local stakeholders - all dedicated to the learners". The Charter addresses parents' needs with extended school hours and evening and weekend family learning programs (computers, foreign language, ESL,

parenting classes etc.) in return for parental participation in the CLC.

The Charter supports interagency cooperation and the sharing of services. Community facilities and programs are used when possible to deliver learning experiences, for example, in physical education (Parks & Rec Department), health and safety (Fire Department), performing arts (Children's Theater groups). In return Charter students participate in required Community Service programs.

Businesses are important partners in the Charter Learning Center. Those that donate equipment, services and expertise to Charter learners have access to Charter Learning Center programs and facilities. Business partners provide guest teachers, mentors, or field trips, or help learners set up and run their own small businesses. They keep the CLC abreast of requisite marketplace skills and help develop a workforce prepared for the 21st century while establishing links with future customers and employees.

Local schools and colleges will partner with the Charter in cooperative learning programs. Colleges may use Charter sites for teacher training. Projects with area elementary and secondary schools and colleges bring learners of varying ages together in endeavors such as science fairs, foreign language dinners, field trips, etc.

The Charter considers the community to be its classroom. When learning takes place in the world beyond the classroom, the learners understand their connection to that world and their responsibilities as productive citizens. We share a commitment to develop in

all learners a sense of responsibility towards the health of our planet and our cities. Learners will realize they can influence and improve the quality of their total environment.

### **Approaches**

The Charter Learning Center is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Not all students have equally successful outcomes. The Charter uses uncommon means to achieve common ends. Through its multiple approaches, all students are successful, capable of fulfilling their potential.

*The Subject Matter Approach* presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally this approach has been predominately lecture-based. The Charter aims to add computer-based learning to increase the efficiency of this approach and provide the opportunity for drill.

*The Inquiry and Problem Solving Approach* suggests that learning occurs when individuals think critically and solve problems. The predominate premise of this approach is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information.

*The Individualized Learning Approach* attempts to personalize the learning process to the interests of the individual, allowing a self-directed selection of material to master. The reasons for learning thus become one's own curiosity

and personal applicability of the information learned.

*The Discussion Approach* encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

### **Learning Opportunities**

Multiple learning opportunities are afforded Charter Learning Center students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner.

*Problem-solving groups* assemble multi-age learners to apply knowledge they have acquired and to practice new skills by tackling both real world problems and problems simulated to model the current work-world.

*Peer teaching* provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentations of their own work and "learning buddy" activities.

*Business enterprises* established within the Charter offer the opportunity for real-world experiences. Working in partnership with mentors from the business world, Charter learners apply new insights and skills directly to their own enterprises.

*Research and development activities* abound as students help design, create and field test new learning tools and methods in

partnership with business, industry and institutes of higher education.

### **Assessment**

Assessment is used to support and guide the learning process and act as a tool to recognize accomplishment and certify that knowledge has been gained. Assessment also identifies those areas where understanding is still incomplete and enables students to focus their efforts where they will produce the greatest benefit.

Assessment in the CLC is a means of measuring each learner's progress according to clearly recognizable standards. It is a tool for helping students learn more about their own strengths and weaknesses without intimidation, fear, or feeling there are winners and losers. It is a source of motivation for the learners and a guide for helping them achieve personal mastery. It is carried out in a spirit of collaboration and provides positive reinforcement to the learner.

Standards, not standardization, are the basis of assessment. The quality requirements for given tasks, similar to the quality requirements of business, are demonstrated to learners in such a way that they can envision and creatively improve on such requirements. The assessment of the results is based on meeting or exceeding the utility for which the task was needed in the first place. The goal is not to give a grade, which may be a minor by-product, but to make efforts and rewards similar to those of normal adult living and responsibilities. "Make learning experiences real!"



Self assessment is a unique learning opportunity for Charter students. As active participants in assessment of their own work, learners are encouraged to develop intrapersonal understanding of their strengths and weaknesses and an objective view of their accomplishments.

Performance is assessed on at least three levels. 1) Student progress relative to previous performance is assessed through the Grady profile. 2) Performance is also assessed relative to locally developed standards using exemplars. 3) CLC learners are exposed to some traditional examination methods.

The CLC population must perform in the top 25% of California students from districts comparable to San Carlos.

### **Content (Curriculum)**

The Charter Curriculum defines both the subject matter, the desired outcomes, and the methods of assessment in each learning discipline. The curriculum contains both traditional academic subjects and additional subject areas that make the Charter unique.

An explicit goal of the Charter is to prepare learners to be functional citizens of the 21st century. Such preparation is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The charter emphasizes both the acquisition and application of knowledge. The curriculum defines the knowledge, skills, and achievement levels commensurate with profi-

ciency.

The traditional core curriculum areas — language arts, math, science, social studies — remain strongly emphasized. They are augmented by music, dance, theater, art, environmental studies, health, and physical education.

*Language Arts (English and foreign)* — The goals are to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. Comprehension skills, vocabulary and grammar are integrated within a literature program. Writing includes a personal journal, and creative and expository writing. Communication skills include speaking and writing, and expand into presentation skills using modern technological tools.

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

*Mathematics* — The program is based on major mathematical ideas and how concepts and those connections are relevant to the learners' lives. Throughout all mathematics topics the concepts of numbers, operations, logic and graphics are sustained.

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

**Visual and Performing Arts** — A goal is that the learners embrace the values of arts appreciation, and self and group expression in the visual arts, music, theater and dance. The curriculum strives to instill confidence in the learner's artistic self-expression, and the appreciation of the artistry of others.

Each learner will be given the opportunity to participate in music; dance or movement activities; visual art techniques; and art forms as a primary means of expression.

**Environmental Studies**—Study of the effects of science and politics on the health of our planet and of our cities. Students will learn the skills and concepts necessary to allow them to influence and believe that they can improve the quality of their local and global environments. Learners will participate in hands-on projects intended to form an awareness of the critical relationships between the built and natural environments.

**Health and Physical Education**—One of the Charter's stated outcomes is 21st century citizens with a healthy lifestyle. The Charter Learning Center provides an atmosphere that encourages all learners to enjoy physical activity, and to incorporate it into their lives. The program emphasizes

"lifetime" or "individual" activities as well as "cooperative" sports to emphasize the concept of lifelong activity.

### **Unique Aspects**

Relative to current California public education, the distinctive aspects of the Charter curriculum include a practical facility in a second language, integration of community service into the learning process, full integration of technology as a learning tool, and the Educare program.

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

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

**Technology** — Technology includes learning tools such as computers, interactive video equipment, audio-visual aids, scientific equipment and networks linked to local and nationwide resources.

These tools help students guide their own education. They support a child's natural way of learning through individual and group discovery, and through seeking solutions to real life challenges.

Charter Learning Center computers are tools used for activities such as:

- **Research:** electronic reference books, databases, networks, etc.
- **Authoring:** Create/illustrate stories and reports in media such as printed documents, videos and digital film
- **Drill, Practice, Remediation:** Repetitive tasks which offer immediate feedback and help for success
- **Computation:** spreadsheets and other software applications to practice mathematical skills
- **Simulation:** Interactive electronic simulations of work tasks.
- **Record-keeping and Storage:** Databases used as effective tools for tracking school and business records, schedules, inventories, etc.
- **Communications:** Networks linked to the learners home, the Internet, other schools, and databases worldwide.

**Educare** - The charter makes reference to learning as a year-long, dawn-to-dusk experience. Educare is the means through which we will move toward that end. Educare contributes to a learning environment that is based on mutual respect of all participating parties, that is learner-directed, recognizes that children learn in different ways and never forgets that learning is fun.

Educare is an all-day enrichment program that provides additional educational opportunities for learners enrolled in before and after school periods. Through fees charged for the before and after-school components, the Educare program, when fully subscribed, supplies extra school-day personnel in the form of Educare interns. These college students and college graduates cover most of the school day and work consistently with the same educators. They plan with the educators, take over small group supervision, teach lessons when appropriate and give individual help to learners who are ready to move ahead or who need extra encouragement.

The intern staff takes over the classrooms for several hours during the week to afford the educator staff essential planning time. This option is integral to maximizing the capabilities of our staff. It allows trained educators to share their knowledge and their passion for certain subject areas with other educators and non-educator professionals. Non-educators in turn contribute their professional expertise to enrich and enliven the traditional school experience with real-life examples and know-how. The staff itself models our philosophy that "everyone is a learner."

Educare enrolls learners on either a regular or drop-in basis and provides them with learning experiences such as a model-building club, drama club, athletics club, game club, and How Does it Work? club. Homework help, either group assistance or individual tutoring, is available daily. Learners are encouraged to use their time to work on core projects, practice musical instruments, improve their inter-

personal skills through group games, take time alone to read or reflect and in general engage in

purposeful activities.

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#### **IV. PARTICIPANTS: WHO**

##### **Some Definitions**

**Participants** — The learner is the central focus of the Charter Learning Center. Initial emphasis is on learners in kindergarten and grades 4-6, with gradual expansion in subsequent years to K-12. An invitation is extended to any learner currently working at these levels and residing in the state of California. The other participants comprise the "seamless web of educators, parents, businesses, community services and local stakeholders" described in the Charter.

**Learning Team** — The fundamental structural and relationship unit for the learner is the learning team. Learners join a multi-age group for an extended period of time that describe a functional community that can embrace 20-90 learners, one master educator, and other team members to create a 15:1 learner:adult ratio, or less. Other team members include regularly participating parent members, Educare interns, and others from the community and the business world. Functional community is described as a changing/evolving group that can develop the resources that provide each individual essential learning and socialization needs.

##### **Roles and Relationships**

In the Charter Learning Center "every educator is a learner, every

learner is an educator, every parent is both and everyone is a winner." This belief helps define the participants' roles and the relationships members have to one another.

Learners, in their multi-age level learning teams, are afforded the opportunity not only to learn, but to help others learn. The assessment process which stresses student presentation of projects, provides opportunities for students to learn from one another. Many learning activities are undertaken in cooperative learning groups creating additional avenues for students to teach each other.

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

Credentialed educators bring expertise in methodology, knowledge of effective teaching and presentation strategies, understanding of

how children learn and capabilities to help identify student's learning styles. Non-credentialed educators are professionals from outside the education establishment (or community) who bring their expertise to enrich and enliven the learning experience with real life examples and know-how. All of these educators are responsible for the design of the curriculum and the coordination of learning activities.

Community educators include parents and community members who bring their knowledge and passion for various areas to supplement the efforts of the CLC educator staff. Thus the CLC uses native speakers to help teach foreign language, physicists to help teach mathematics, professional artists to create the art program and local business owners to teach fundamentals of business.

This model affords CLC learners exposure to scientists as well as science educators, historians as well as history educators, poets and authors as well as language arts educators and artists as well as art educators. The CLC educators partner with community edu-

cators who bring content expertise and real-world experience to the learning arena. CLC educators ensure that the community educators can effectively interact with the learners, while these community educators ensure a broader base of up-to-the-minute knowledge and skills than might otherwise be possible.

All staff partner with parents, who bring an in-depth understanding of their children's personalities, learning styles and strengths and weaknesses, to create and revise at regular intervals, a personalized learning plan. Each student will be paired with an adviser who serves as counselor and friend and who remains with that student on a long-term basis. The adviser meets regularly with the student and his or her family to review the learner's progress.

The educators also work with parents to implement effective strategies whereby parents can support the children's learning efforts. Training is provided to better equip parents to meet their children's learning-related needs.

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## **V. THE LEARNING ENVIRONMENT: WHERE AND WHEN**

"It takes a whole village to raise a child." Recognizing the wisdom of this African proverb, Charter community members not only reach out to the community for educators, mentors and advisers as described in the previous section, but also view the entire community as the classroom. Learning activities are coordinated and orchestrated from a central site which also provides a home-room for each learning team.

Under supervision of staff, mentors or parents, learners are encouraged to take advantage of the diverse resources within the extended community, including other schools, institutions of higher learning, community service, and cultural arts programs, and programs developed with local businesses and corporations; all with the intent of immersing the child in a culturally enriched and useful educational experience.

The Charter Learning Center intends to meet the needs of families by eventually providing year-round, dawn-to-dusk learning opportunities. The Charter Learning Center will comply with the equivalent of the California-mandated minimum number of school days. These periods of time will serve to establish the basic organizational structure of the school year, to schedule all activities for participants, and to

insure the personal and learning needs of all learners are met.

The child's home environment offers new learning opportunities including interactive video through cable interconnects within the community, and also through the use of available educational computer software. This not only allows a child to view and interact with fellow learners at all times, but enables parents and children together to benefit from evening telecourses.

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## **VI. IN CONCLUSION....**

The Charter Learning Center has opened at a size appropriate for a pilot project. Initial enrollment is 85 students in the kindergarten and fourth through sixth grade.

The CLC will provide a research and development function for the San Carlos School District. By practicing and testing the ideas set forth in this document, we will develop new ways of educating youth and partnering with the community and provide a fertile ground for the growth and development of both new and experienced educators.

The Charter has been granted for a K-8 operation but the vision is for a K-12 learning center that serves the community as well as enrolled learners and extends itself to provide both adult education and early childhood care and education.

should all go to one place

Raising standards, expanding

**\*\*DRAFT\*\***

**CHARTER SCHOOLS SUPPORTING PUBLIC SCHOOL CHOICE  
AND STRENGTHENING PUBLIC EDUCATION**

is led one of the nations charter schools to announce

[E]very state should give parents the power to choose the right public school for their children. Their right to choose will foster competition and innovation that can make public schools better. Our plan will help America to create 3,000 of these charter schools by the next century -- nearly seven times as there are in the country today -- so that parents will have even more choices in sending their children to the best schools.

President Clinton, State of the Union Address, February 4, 1997

Today President Clinton announced \$46 million in new and continuing grants to [add description from OESE]. These grants will support [number of schools/students]. In addition, they will provide [anything other than planning and start-up?].

la. n. h. supports innovative new public charter schools

Charter schools are public schools run by groups of teachers, parents or other community leaders that operate with a contract -- or charter. Charters are granted by public groups, such as local school boards or state boards of education, and explain how the school will operate and how well its students will perform. In many states, as long as the school meets the terms of its charter it is freed from many of the rules and regulations covering traditional public schools. Like all public schools, charter schools are nonsectarian, cannot charge tuition, are open to all students, and must still comply with health, safety and civil rights requirements.

except for health, safety, civil rights requirements

Choice with public accountability. Charter schools are held highly accountable: if students fail to perform at levels described in their charter, or if the school breaks rules that have not been waived, they can be closed.

for high student

the school

Broader range of options for families within public education. Every parent should be able to choose what public school their child will attend. One size does not fit all. The administration's support for the development of high-quality charter schools is increasing the choices parents have about their child's education.

Nationwide The Clinton Administration has provided critical support to this fast-growing component of education reform. When President Clinton took office, there was one charter school in operation. This fall, over 700 charter schools are expected to be in operation. Likewise, the number of states with charter laws continues to grow. With the addition of four states this past legislative session, 29 states, the District of Columbia and Puerto Rico have passed enabling legislation. Through the funding of planning and start-up grants, information workshops, and long-term research, the Clinton administration has provided critical support to the majority of the nation's charter schools.

one

New models of successful schools that can be replicated across school districts. Charters are promising vehicles for raising academic standards, empowering educators, involving parents and communities, increasing accountability and expanding choice within the public schools system. Powerful partnerships have been created to run charter schools between parents, teachers, community non-profit organizations and businesses. Lessons learned by charter schools can enhance accountability for all public schools, and can reinforce -- even accelerate -- other education reforms.

including involvement

1. Visited CA to announce grant
2. what are charter schools
3. choice grows given for reform w/in public ed.
4. Clinton Admin Support
- (Clinton Admin) and would stop in track

**Charters are evidence of the kind of innovation that results when we commit to improve -- not abandon -- our public schools. These schools are examples of genuine public education reform. Charters provide a mechanism for change with real public accountability for promised results. Unlike charter schools, private school vouchers offer no public accountability -- there are no standards to meet, and no way to shut them down.**

**Part of our overall strategy for education reform. Charter schools are not a magic bullet, but are piece of a larger strategy of promoting high standards and accountability. A hallmark of President Clinton's efforts to improve American education has been that we should have high expectations for every student. He has urged states and school districts to adopt challenging academic standards in all core subjects, and to adopt high national standards in the basics of reading and mathematics. The President has strengthened existing federal programs and fought for new resources to improve local schools and help students reach these standards. President Clinton's Budget Agreement with Congress includes the largest increase in our investment in education in 30 years and the largest single boost in college aid since the G.I. Bill.**