



San Diego Cooperative Charter School 2

A Charter School Petition
Presented to
The Board of Trustees
San Diego Unified School District

Amended and resubmitted: March 20, 2013
Original submitted: September 16, 2012

Prepared in compliance with the terms, conditions and requirements of applicable charter school law and submitted in cooperation with parents, teachers, community leaders and other interested citizens of San Diego, California.

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, **Wendy Ranck-Buhr**, hereby certify that the information submitted in this petition for a California public charter school named **Theresa Hessling Charter School Project dba San Diego Cooperative Charter School2**, and located within the boundaries of the **San Diego Unified School District** is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, agree that the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the **San Diego Cooperative Charter School2** for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the **San Diego Cooperative Charter School2** and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be

given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]

- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

Will follow any and all other federal, state, and local laws and regulations that apply to the **San Diego Cooperative Charter School2** including but not limited to:

- The **San Diego Cooperative Charter School2** shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- The **San Diego Cooperative Charter School2** shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- The **San Diego Cooperative Charter School2** shall comply with any jurisdictional limitations to locations of its facilities.
- The **San Diego Cooperative Charter School2** shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- The **San Diego Cooperative Charter School2** shall comply with all applicable portions of the No Child Left Behind Act.
- The **San Diego Cooperative Charter School2** shall comply with the Public Records Act.
- The **San Diego Cooperative Charter School2** shall comply with the Family Educational Rights and Privacy Act.
- The **San Diego Cooperative Charter School2** shall comply with the Ralph M. Brown Act.
- The **San Diego Cooperative Charter School2** shall meet or exceed the legally required minimum of school days.

Wendy Ranck-Buhr, Lead Petitioner

Date

San Diego Cooperative Charter School2

Executive Summary

Our children deserve the highest quality education possible. The charter bill is intended to continue to provide an environment that promotes the child's natural motivation to learn, where accountability, flexibility, innovation, parent-teacher involvement, and public-private partnerships work together to provide our children a better future.

Mission

The San Diego Cooperative Charter School2 supports a progressive, developmentally based, child-centered community for active and collaborative student learning where shared values of family, diversity, relationship, creativity and academic excellence flourish.

Vision

We respect the uniqueness of each individual. We promote the cognitive, imaginative, creative, social, emotional, and physical development of all students. In order to provide high quality educational services, we have built a supportive, cooperative community - a true collaboration of children, families, and school staff, where we embrace diversity and honor the unique contributions of each individual. This environment is intended to enhance the joy of learning for all and to inspire discovery, creativity, and a commitment to lifelong learning.

Our vision is to employ differentiated methods to meet each child's needs and enable the learner to make connections between the curriculum and the outside world. Knowledge of brain development, multiple intelligences, learning styles, and strategies for differentiation inform instruction in all classes. Service learning and environmental stewardship are integrated into the curriculum in order to promote a strong social ethic in our student population. At San Diego Cooperative Charter2 all members of the school community work together to promote the success of each learner.

Our staff is highly skilled and supported in their endeavors to refine their craft. We continuously monitor our progress toward achieving our goals in order to ensure that we are effectively utilizing available financial and human resources to maximize student performance and meet or exceed district and statewide standards.

General Description

In September 2002, a charter school in the San Diego Unified School District began providing an outstanding education to children. Known as the San Diego Cooperative Charter School (SDCCS). This initial charter school is currently at capacity with over 200 students on the waiting list. There is clear need within the community for a second site. SDCCS2 will focus on a multiage approach beginning with transitional-kindergarten through primary grade 3, and growing each year up to 8th grade. The intent of SDCCS2 is to serve students with a similar socio-economic and race demographic as other San Diego Unified Schools.

Description of Community and School Location

Students can come from any area in the county of San Diego, but preference will be given to students residing in the San Diego Unified School District. A physical location for a site has not been identified, however a Prop 39 application will be submitted. Additionally, appropriate private facilities will be considered.

The San Diego Cooperative Charter School² offers activities and adult supervision Monday through Friday from 6:30 AM to 6:00 PM. The calendar year generally follows that of traditional school calendars. Students will participate in at least the state mandated number of instructional minutes per school year. The instructional day is from 8:30 to 3:00, with clubs, extra-curricular activities, or extended day care until 6:00 PM. As plans for transitional kindergarten unfold for California, the charter school may consider an half-day kindergarten option as permitted by law.

The San Diego Cooperative Charter School² provides . . .

- A multiage approach that honors developmental pedagogy and collaborative learning.
- Curriculum, tools to meet the needs of various learning styles, effective management of process, and staff development which is all to be constantly monitored and changed when necessary to maximize our positive impact;
- A balanced program that develops minds, bodies, and spirits;
- A physical program that provides physical education, dance, structured recess, nutrition education and health;
- A program that develops the emotional and social self through life-skills training, fine arts, community service, environmental awareness, counseling, and conflict resolution.

The San Diego Cooperative Charter School² students acquire . . .

- Academic competency, allowing students to meet or exceed California Standards in Reading/Language Arts and Mathematics, allowing all students to meet or exceed comparable district-wide performance, and allowing the San Diego Cooperative Charter School² to meet or exceed its Academic Performance Index target;
- A foundation of basic knowledge common to well-educated Americans;
- Emotional maturity, including empathy and the willingness to be responsible for personal actions;
- A clear understanding of responsibilities and rights concerning their schoolmates, staff and faculty, family members, community, country, and world;
- Critical thinking and individual learning opportunities;
- Leadership training and an ethic of community service incorporated into the subject matter.

The San Diego Cooperative Charter School² Faculty

The faculty members are role models for lifelong learning and professionalism. The faculty is held accountable for ensuring that the San Diego Cooperative Charter School² students are developing at appropriate rates and that they achieve high standards. All faculty members have the freedom and the responsibility of supporting the development of all academic programs.

The San Diego Cooperative Charter School² identifies the following key points of our educational philosophy:

1. Intentional multiage grouping aligns with:
 - The components of progressive, developmentally-based, child centered, and relationship elements of our Mission
 - Current educational neuroscience research
2. All students can achieve at very high levels. This belief is:
 - Emphasized in the Mission, Vision, and Educational Plan
 - Utilized as a key criteria for staff hiring and in-service
3. Subject matter is equally developmentally appropriate for all students and strategies and materials, and time varies with student needs. SDCCS² commits itself to the
 - Use of a wide range of materials including but not limited to state-approved texts and resources
 - Creation of Individual Education Plans (IEPs) for all Special Education students
4. Assessments compare what students know to standards and benchmarks. SDCCS² commits itself to:
 - Itemized analysis of all test scores and adjustments to curriculum, as needed;
 - Twice-yearly Parent Conferences to assess growth for students; First conference is a goal setting conference and second conference is a student-led conference
5. Teachers assess student work together in groups and compare the work to examples aligned with state standards. SDCCS² commits itself to:
 - Time for teachers to plan and dialogue in a variety of grouping structures;
 - Collaborate on creating intervention strategies for students.
6. Resources are deployed based on what students need in order to meet grade-level core state standards. Students who need more get more. SDCCS² commits itself to the:
 - Targeted use of categorical funding to assist the most needy students;
 - Use of the Student Study Team (SST) and Response to Intervention (RTI) processes.
7. Professional development is ongoing and is based on what teachers and professionals need to know, and do to get all students to reach high standards. SDCCS² will:
 - Create and implement Individual Teacher/Staff Professional Growth Plans monitored annually and based on the California Standards for the teaching profession as well as the framework for teaching and learning developed by Charlotte Danielson and provided in iObservation tool kit;
 - Provide in-service and training on an ongoing basis to meet school goals;

- Implement the National Standards For Parent/Family Involvement Programs - National PTA.

The operational assumptions upon which a family's choice of education at the San Diego Cooperative Charter School² are identified as follows:

- Following admission, evaluation with the parent of the student's strengths/weaknesses and learning styles/modalities conducted through a goal setting conference
- Pre and post assessment to measure annual academic growth
- Progress of all students evaluated at twice yearly parent conferences
- State testing followed by individual item analysis and review
- Localized Scope and Sequence based on State frameworks and standards
- Professional growth plans aligned for all staff with annual monitoring
- Sufficient daily and weekly time for staff to cooperate on interdisciplinary and thematic lesson planning and class observations
- Annual fiscal and programmatic audits by/to the District

ELEMENT ONE: EDUCATIONAL PROGRAM 47605 (B) (1)

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

1. (a) Whom will the San Diego Cooperative Charter School² Educate

Initially the San Diego Cooperative Charter School² will educate students in the transitional-kindergarten and primary grades eventually expanding to include grade-levels up to eighth. SDCCS² will comply with minimum age requirements for public school attendance and will maintain student records in compliance with Education Code section 47612.5. The student population will be drawn from all of San Diego County, with special efforts to encourage students from the Central and Metro residential areas to attend the school. The school will participate in outreach events to promote enrollment and maintain a diverse student population. The demographic will mirror that of other San Diego Unified schools in the area.

The school will open with up to 200 students starting in Pre-K, kindergarten and primary grades and adding grades each year. The school will not enroll more than 500 students.

1. (b) Description of Educational Program

The San Diego Cooperative Charter School² educational program meets an academic and social requisite for children and their families. SDCCS² provides a quality educational experience based on a constructivist model, with classrooms organized in multiage format, and delivered in a child and family-centered environment. SDCCS² is based on the following elements of success:

- A student-centered vision, mission, and operational business plan that focuses on individual student progress and academic engagement.
- Academically rigorous, well-focused core-subject curricula taught with the needs of students in mind and honoring a developmental model;
- Effective and engaging instruction with commitment to match teaching with learning styles;
- Teaching teams that work together to design, execute and support curriculum, evaluation and assessment.
- Professional development that focuses on practical applications of the school mission and philosophical foundation;
- Autonomy that allows the School to develop and implement a process of meaningful reform tied to high standards and academic excellence;
- Small school size which contributes to a culture of trust and open communication;
- Parent and community involvement in and support for school programs and change efforts;
- Regular qualitative and quantitative evaluation of progress detailing student and staff performance; and
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial.

The San Diego Cooperative Charter School² will provide a progressive education that allows each student to achieve high academic standards; develop critical thinking and questioning skills, improve social skills by building self-confidence, a moral sense, and self-esteem; and succeed in an environment which promotes lifelong learning. We recognize that children, like adults, have unique, complex and sophisticated means of development. Their physical, emotional, and intellectual needs are woven together. These are the years when children are seeking answers to fundamental questions of life and are deciding on values and standards that will largely determine their behavior in the future. It is our plan to meet the educational needs of the whole child and provide students with the necessary tools to succeed.

The San Diego Cooperative Charter School² utilizes a progressive curriculum based on the work of philosopher and social theorist John Dewey, theorist Jean Piaget, and developmental theorist Lev Vygotsky. The philosophical approach includes an epistemology of social construction honoring that individuals build constructs of knowledge from experiences. Student learning is organized around problems, projects and questions that elicit higher order thinking skills and deep understanding.

Students learn through their own involvement and action. Quality learning experiences are designed to stimulate a quest for knowledge through active inquiry. This active approach to learning will become a habit that will continue throughout the students' lives.

Multiage Classrooms

Multiage classrooms are formed by intentionally grouping students of a specified age range together for classroom instruction. Students remain with their teacher for a period of two-three years. A multiage classroom contains a balanced ratio of all learners—that is: all ages, all levels, abilities, and learning modalities. The intention of the multiage classroom is to allow children of various ages and abilities to interact with one another in the social learning process,

and for students to progress at their own individual rate rather than solely according to specified objectives for a particular grade level.

There are many benefits of organizing classroom in a multiage format. Students remain with a teacher for an extended period of time, reducing the number of student-teacher transitions, allowing for continuity of expectations and instruction, and a powerful long-term relationship between, student, teacher and family. Multiage classrooms build strong community and familial ties, holding the whole child at its center. There is an increased sense of stability for students as a result of consistent classroom routines. Multiage classes do not have the necessity to begin anew each year, given that at least half of the class has already experienced routines, structures, and teacher/student expectations. In multiage classes children accept natural differences of children in age and achievement. There are opportunities for all students to possess different roles in the educational process. Students of different ages have the opportunity to work together in a number of academic and social capacities throughout the day and the year.

The San Diego Cooperative Charter School² commits itself to meeting all State academic standards. SDCCS2 participates in the State accountability system or CST testing as one means of measuring student progress toward mastery of the core standards.

In addition to instruction core curriculum areas, students will participate in a rich instructional program that includes:

- Physical Education;
- Fine Arts instruction for approximately 60 minutes per week;
- Music instruction for approximately 60 minutes per week;
- All teachers, in all subjects utilize a violence prevention curriculum such as Second Step. (See appendix for sample.)

A sample schedule for students is shown below:

20 minutes—community homerooms/movement

140 minutes--Integrated language Arts/Social Studies/Interdisciplinary Projects

110 minute--Mathematics

30 minutes--Science

30 minutes Community Curriculum (Second Step)

60 minutes—Studio (dance, movement, physical education, visual arts, performing arts, music— with assessment consistent with State Standards where available)

30 minutes daily physical education/lunch

The middle school program is based on the principles of effective middle school programs as described in the National Middle School Association's position paper titled *This We Believe: Successful Schools for Young Adolescents*. Middle school students will be taught in a modified block structure that supports cross-disciplinary teacher teams. The schedule will support opportunities for students to participate in core subject instruction, enrichment or remediation in mathematics or literacy via workshop classes, school-based service and advisory.

The middle school program is also based on constructivist principles and the curriculum is aligned with California frameworks and standards. The middle school program provides students

with opportunities to participate in a rich, multiage, college-prep instructional program that will prepare every student for success in high school. In addition to core-subject classes, middle school students participate in the following courses:

- Physical education—including dance;
- Arts Classes—students can select painting, drawing, sculpture, drama, or music.
- Remediation Workshops in either mathematics or literacy
- School-based community services courses
- Core subject blocks include instruction in Second Step: A Violence Prevention curriculum developed by the Committee for Children
- World Language offerings

A sample schedule for middle school is included below.

| | Period 1 | Period 2 | Lunch | Period 3/4 | Period 4/5 |
|---------|-------------------------------------|--|---|---|--|
| M & W | Elective | Elective | Students have the opportunity to participate in physical education activities during their break. | Core Subject Block (Math & Science) | Core Subject Block (English & History) |
| Tu. & F | Elective | Elective | | Core Subject Block (Math & Science) | Core Subject Block (English & History) |
| Thur. | Core Subject Block (Math & Science) | Core Subject Block (English & History) | | Students do not attend afternoon classes on Thursday. Staff attends professional development. | |

San Diego Cooperative Charter uses a wide-range of instructional resources to support students as they master Standards. The chart below represents a sample of some of the resources we use in our classrooms.

| | K – 2 | 3 - 5 | 6 - 8 |
|----------------------|---|---|---|
| Reading | Fountas and Pinnell Leveled Guided Reading, Literature Circles, Starfall phonics program, | Literature collections and literature circle collections in groups of 6 | |
| Writing | Handwriting Without Tears Writing Workshop: Lucy Calkins Units of Study | Writing Workshop: Lucy Calkins Units of Study, Ralph Fletcher | Writing Workshop: <i>In the Middle</i> (Nancy Atwell) |
| Literacy Assessments | CORE Assessment Developmental Reading Assessment First Steps Writing Developmental Continuum, Resource Book and Parent Book First Steps Reading Development Continuum, Resource Book | | |
| Math | Math Their Way Marilyn Burns Math Solutions Kathy Richardson Cook Tile Math | Math Links Math Solutions Kahn Academy Sum Dogs | Pearson Grade 6 Pre-Algebra Algebra Kahn Academy |
| Math Assessments | Included in above | Included in above | Included in above |
| Social Studies | Trade books, guest speakers, community experiences, and instructional resources | History Alive | History Alive Trade books and instructional resources |
| Science | Trade books, field trips and instructional resources | Science Links AIMS | Glencoe Series 6—Earth Science 7: Life Science 8: Physical Science |
| Social/Emotional | Second Step: A Violence Prevention Curriculum | | |
| Parent Education | Literacy: First Steps Parents As Partners books Social/Emotional: Second Steps Parent Courses | | |

Meeting the Needs of Special Learners

High Achieving Students: The San Diego Cooperative Charter School2 recognizes the individual needs of each student and provides a standards-based, individualized academic program for all students including students who are achieving substantially above grade level. Students who are achieving above grade level work within the regular classroom setting in heterogeneous groups

and are provided with instructional materials that match their level of ability and performance. Additional opportunities include small group instruction, supplemental coursework, open-ended project work, and individualized homework.

Underachieving Students: The staff at San Diego Cooperative Charter School2 uses a variety of means to identify students who are not achieving at expected levels of proficiency. Identification of these students is made using standardized test results, classroom observations and school wide assessments in both language arts and mathematics. Teachers use individualized and small group instruction such as guided reading to support students in meeting standards. Student progress is monitored in an ongoing manner in the classroom and is formally monitored three times a year through school wide assessments, annual goal setting conferences with parents and annual progress conferences with parents. Students who fail to make adequate progress are referred to the Student Study Team (SST). A flowchart detailing our SST process is including as an item in the Appendix. In summary our SST process is similar to the district process. Students who have had 3 SST meetings are generally referred for additional assessments through Special Education.

English Language Learners: The San Diego Cooperative Charter School2 will designate an ELL (English Language Learner) Coordinator who will oversee the ELL program and will be responsible for administering the California English Language Development Test (CELDT), reclassifying students, and providing professional development support for teachers who work with ELL students. Students will be identified as English Language Learners using the Home Language Survey and are assessed using the California English Language Development Test (CELDT) annually until they are reclassified.

SDCCS2 will employ the most appropriate model for language development based on the student. All models are designed to meet the educational needs of students. All teachers will have Cross-Cultural Language Acquisition Design (CLAD) certification and all staff will be trained in SDAIE techniques and ELD (English Language Development) modifications, including but not limited to small groups, one-on-one instruction, visuals and graphic organizers. Monitoring growth and development will occur by measuring students reading level, test scores, report cards, work samples, and teacher conversation twice a year during reporting periods (January and June). Each ELL student's goal will be to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.

Reclassification for EL students will be executed when all of the following criteria are satisfied; (1) CELDT level of Early Advanced or Advanced, (2) California Standards Test results demonstrate achievement of grade level standards in English Language Arts, (3) teacher recommendation, and (4) parent approval. The school goal is for all English Learners to be reclassified within five years of the time they first began receiving instruction and/or before completing 8th grade.

Special Education: San Diego Cooperative Charter School2 will comply with all State and Federal laws for special education including Child Search/Find efforts. These efforts will include the following:

- The establishment of a Student Success Team process to exhaust all general education alternatives before a referral to Special Education. (A flowchart demonstrating our SST process is included as an Appendix item.);
- Inclusion of testing procedures and the evaluation thereof which allows for the pre-identification of children with disabilities;
- Annual in-service for faculty regarding the identification of children with disabilities.

San Diego Cooperative Charter School2 shall be deemed a district public school for the purposes of special education. The District will provide special education funding and services for the School's special education pupils to the extent required by law. Specifically, the District will serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and provide funds in the same manner as it provides fund to its other schools [IDEA § 1413 (a)(5)]. The School will pay the District the District's special education encroachment for each student. The District may provide the School, by mutual agreement, funding instead of services in those cases where the School has the capacity to appropriately meet the needs of its special education students and the District finds it in the best interest of students to do so.

The School reserves the right to act in the future as its own LEA (Local Education Agency) for the purposes of special education while the District may exercise any rights it has not to serve as the SELPA (Special Education Local Plan Area) for the School LEA. The School also reserves the right to become its own SELPA as provided by law. Any change in the manner in which special education services are delivered, including a change to act as its own LEA or become its own SELPA is subject to the District Board's approval. The School will notify the District of any changes to the SELPA in September of the year prior to any changes, so that placement and services can be adequately addressed. All student records will be maintained in compliance with Ed Code 47612.5.

The San Diego Cooperative Charter School2 works with District staff to provide any required special education services to the school's pupils as required by law. The charter school will comply with all state and federal laws relating to the provision of special education services for public school pupils.

The Principal meets weekly with full time on-site special education personnel such as the resource specialist and meets periodically with part-time special education personnel including psychologists, speech and language therapists, and adaptive physical education specialists.

Special education personnel on site at a charter school work as a team with the schoolteachers, aides, parents and the Principal. As required by law, general education teachers and administrators will participate in the IEP process. In the event the administrator cannot attend an IEP meeting, an Administrative Designee will be assigned. Additional staff members, such as the school counselor will also participate in the IEP process as needed.

The Principal, in coordination with District Special Education Administrators, holds special education personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents.

All hours of service listed on the IEP must be provided to the child. If the hours are not being provided on a weekly basis, as is the case when certain specialists are not available for hire, those service hours must be provided in arrears. Scheduling of missed sessions of service will be coordinated with District Administration.

Use of Technology in the Education Program

The San Diego Cooperative Charter School2 recognizes that access to and utilization of technology is essential to preparing students for secondary and post-secondary education as well as for productive placement in the business and professional world. We realize that access to technology for low-income families and for their school-age children are often limited. The School will:

- Acquire appropriate software, hardware, and routing access to informational resources;
- Create a management plan that encourages daily access to computers;
- Utilize software to supplement the curriculum and promote the practice of higher-level thinking skills;
- Provide appropriate safeguards to ensure access to educational information only, such as fire walls;
- Provide parents and students with internet safety training.

1. (c) A description of what it means to be an educated person in the 21st Century

Innovation and technology have, and will always allow modern society to evolve. There are perpetual qualities that personify what it means to be prepared properly by an education system. A vital part of being a well-educated person is mastery of fundamental skills, concepts, a knowledge in history, math, science, reading, writing, and an appreciation for art and music. Within many of these exist another aptitude for appreciation for what those who have come before us have learned and experienced. For such skills to be useful, they must be reinforced by the ability of an individual to think critically.

A well-educated citizen can process information from numerous sources and can make logical and dynamic reflexive connections. Well-educated citizens are able to reflect on experiences, revise their understanding, and solve new problems. A well-educated citizen, will have a practical and theoretical grasp of technology in its many forms and will be capable of seeing opportunities for technology applications to new and emerging challenges.

A well-educated citizen gains knowledge from guided experiences nested in positive relationships within a diverse and enriching community. Communication and good-will unite communities and foster a understanding of moral responsibility, effective communication, compromise, compassion and greater good.

A well-educated citizen understands the benefit of goal setting and possess the ability to monitor, generate and promote contrivances their own learning. A well-educated citizen views lifelong learning as a self-fulfilling process that is essential to be an valued member of an ever-changing society.

A well-educated person of the 21st Century will:

- Use self-knowledge to identify learning goals and needs;
- Strategize their own learning;
- Reevaluate and re-strategize as needed;
- Be self-motivated, disciplined and competent;
- Think critically and explore and respond to knowledge;
- Work in a cooperative manner.

1. (d) How Learning Best Occurs

The multiage approach reflects the current research surrounding learning and brain development. Research indicates that heterogeneous, mixed-age grouping promotes cognitive and social growth, reduces antisocial behavior, and facilitates the use of research-based, developmentally appropriate instructional practices such as active learning and integrated curriculum. The wider range of ages and abilities in a multiage classroom discourages misleading age-graded expectations and helps teachers focus on students' individual learning needs. (Gaustad, 1997)

Further strategies, such as the following, are employed by the teacher based on student needs:

- Differentiating instruction to meet a wide range of skill levels and interests;
- Matching learning styles with teaching methods that most likely generate interest, active engagement, and success with each student;
- Enabling students to learn independently and in groups, in classrooms, and in their community to master basic and advanced skills and complete student projects and standardized tests;
- Involving parents/family in the learning process and school experience both in the classroom and at home.

1. (e) Program Goals

- To provide all students with meaningful knowledge and practical skills that will promote a lifelong curiosity and desire for learning in an ever-changing world;
- To teach and motivate children to develop an understanding of the world around them, and to apply this understanding to broader world contexts of career, service, family, and civic responsibility;
- To help children learn to independently reason, research, analyze, apply, elucidate, extrapolate for problem solving and critical thinking;

- Tap into student interests and actuate students active participation in all aspects of their learning;
- To evaluate student and staff performance regularly and provide support and interventions for overall progress;
- To elicit dialogue on an ongoing basis with the school community (students, parents, staff) and the larger community to strengthen all elements of our educational program.

ELEMENT TWO: MEASURABLE STUDENT OUTCOMES 47605 (B) (2)

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

Student Outcomes:

As described previously in Section 1 of our charter petition, the San Diego Cooperative Charter School2 is preparing students to be productive members of a democratic society of the 21st century. We believe that students at San Diego Cooperative Charter School2 should be able to do the following by the time he/she completes grade 8 at SDCCS2:

1. Show measurable progress toward mastery (Proficient or above) of California state core content standards in English language arts, mathematics, social studies/history and science.
2. Walk, run or use a wheelchair to complete a 1 mile run in 10 minutes.
3. Plan, initiate and complete a project in service to the school or greater community.
4. Express himself or herself through an artistic medium such as music, art, drama or dance.
5. Use problem solving, communication and behavior management techniques to solve problems and avoid physical confrontations with others.

Refining and Using Measurable Student Outcomes

Students who are not making progress according to the established benchmarks will be targeted for additional support. Breaking down the outcomes into benchmark indicators will become the academic component of the School Action Plan. The principal will report progress on these benchmarks in an annual presentation to the SDCCS Board.

ELEMENT THREE: METHODS OF ASSESSMENT 47605 (B) (3)

"The method by which pupils' progress in meeting these pupil outcomes is to be measured."

Measuring Student Outcomes:

SDCCS(2) participates in the California Standardized Testing and Reporting (STAR) Program, including utilization of the California English Language Development Test (with initial assessment within the September/October time period). We believe that student progress is most accurately measured using a variety of assessments tools as well as authentic student work. Like all public schools SDCCS(2) will comply with all state (API) and federal (AYP) assessment and accountability requirements applicable to charter school. SDCCS(2) will certify that enrolled students have participated in the state-testing program in a manner that is consistent with other District pupils. Both aggregate and disaggregate data from the STAR Program will be used to inform instruction at both the individual and classroom level and will be used to measure student progress toward mastery of state content standards.

| Student Outcomes | Measures to Be Used |
|--|---|
| Show measurable progress toward mastery (Proficient or above) of California state content standards in English language arts, mathematics, social studies/history and science. | <ul style="list-style-type: none">○ California Standards Tests (CST or CMA) Grades 2-8 as required by the state○ State Writing Assessment (Grades 4 and 7)○ CELDT Test Scores |
| Walk, run or use a wheelchair to complete a 1 mile run in 10 minutes. | <ul style="list-style-type: none">○ Student demonstration and teacher records○ Fitnessgram results |
| Plan, initiate and complete a project in service to the school or greater community | <ul style="list-style-type: none">○ Student projects and teacher records |
| Express himself or herself creatively through an artistic medium such as music, art, drama or dance. | <ul style="list-style-type: none">○ Student demonstration or project |
| Use problem solving, communication and behavior management techniques to solve problems and avoid physical confrontations with others. | <ul style="list-style-type: none">▪ Student demonstration and teacher records▪ School discipline records. |

Curriculum Materials Used to Achieve Student Outcomes

The School uses a wide range of materials to address students' learning needs. These materials include state-adopted textbooks and additional supplemental materials. The School annually reviews student achievement data and curriculum materials to identify gaps and target expenses for additional curriculum materials. A curriculum materials list can be found in Element One of this petition.

ELEMENT FOUR: GOVERNANCE 47605 (B) (4)

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

Legal:

The San Diego Cooperative Charter School² shall be a public charter school within the San Diego Unified School District operating in collaboration with the San Diego Unified School District, but operating as a separate legal entity independent of San Diego Unified School District. Its operational management shall be the responsibility of a non-profit organization which shall operate within the terms and conditions specified in this petition. (The bylaws and Articles of Incorporation have been included as appendix items.) As provided for in the California Corporation Code, its Board of Directors, whose members have a legal fiduciary responsibility for the wellbeing of the school, will govern San Diego Cooperative Charter² (SDCCS²).

The San Diego Cooperative Charter School² will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, or disability.

The school will comply with all federal, state, and local laws that are applicable to California charter laws. The school will obtain its own general liability, workers compensation, unemployment insurance program, and payroll system.

Amendment:

The charter may be amended by concurrent action of the San Diego Unified School District Board of Trustees and the San Diego Cooperative Charter School's Board of Directors.

Governance:

The Theresa Hessling Charter School Project, DBA San Diego Cooperative Charter School (SDCCS) is constituted as a California Public Benefit Corporation pursuant to California law. Its operational management shall be the responsibility of a nonprofit organization which shall operate within the terms and conditions specified in this petition. The name of the nonprofit organization will be the "Theresa Hessling Charter School Project". SDCCS² agrees that the San Diego Unified School District shall not be liable for, and that SDCCS² shall defend, indemnify and hold harmless the District, its officers, agents or employees from any liability for injuries to person or property arising from any act or omission of the charter school, its directors, officers, agents, employees, or students while subject to the supervision of the charter school. The San Diego Unified School District shall not be liable for any of the debts or financial obligations of the charter school. SDCCS² will be governed pursuant to the Bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the Bylaws. The governing body of the nonprofit organization shall be the governing board of

SDCCS2. The SDCCS2 will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, or disability.

SDCCS2 will comply with all federal law and state laws applicable to charter schools. It will retain its own legal counsel when necessary. It will purchase and maintain general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies.

Responsibilities of the Board of Directors:

San Diego Cooperative Charter School's governing board will comply with all applicable provisions of the Brown Act. The governing board and governance council will also comply with the Public Records Act, Political Reform Act, and will also implement measures to ensure that they will not enter into contracts or other agreements which will result in a financial benefit to any board member or school administrator or personnel (excluding compensation received for services rendered in the course of employment.) SDCCS shall ensure the minutes of each board meeting will reflect the measures taken to ensure that no board member or administrator receives any financial benefit from any contract or agreement entered into by the charter school. The Board's major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, contracting with outside sources for operations oversight and audit, receiving funds for the operation of the school in accordance with the charter school law, solicitation and receipt of grants and donations consistent with the mission of the school, approving the school's personnel policies and monitoring their implementation, selecting and evaluating the top staff of the school, and all other responsibilities provided for in the California Corporations Code, the Articles of incorporation, Bylaws, or this Charter necessary to ensure the proper operation of the school and in compliance with the conflict of interest provision as described in the Bylaws. (Articles of Incorporation and Bylaws are included as an Appendix item in this document.)

The School's governing board will consist of not more than fifteen (15), and not less than seven (7) active and effective representatives of interested parties including, but not limited to parents/guardians., members of the parents' association, certificated staff members, the post-secondary education community not affiliated with SDCCS or SDCCS2, the business community, as well as other sectors of the larger San Diego community. The San Diego Unified School District shall be entitled to a single representative on the charter school board of directors.

Parents Staff Association:

The Parent Staff Association administers the parent-participation program in the operations of the school, provides input to the Principal and the Board of Directors on school operations, plans and conduct fund-raising, and serves as a support network for school families. Current families serve as mentors to families who are new to the school.

A key goal of our school is that of empowering parents as educational partners. Parents should feel that their voice and participation at the school influences the development of every aspect of the school and its components. Parents have the opportunity to participate in a variety of meaningful ways at the school site.

SDCCS2 values active parental involvement, both hands-on in the classroom and in advisory roles. Parents have an opportunity for input at many levels of management and operations. The School2 has developed policies and procedures governing parent participation in the School. These include the minimum number of hours of service expected in an academic year, and the activities and jobs to be carried out by parents.

Prospective parents are asked to sign a Parent Participation Contract each school year that commits them to active, consistent support of the school's mission and operations. Parents are encouraged to choose their path to school participation based on their talents, schedule and interests. A list of school support tasks is available in the main office to assist parents in fulfilling their volunteer hours.

Parents are regularly asked to serve on committees, share expertise in specific areas of need, help with outreach, and assist in classes. As a condition of enrollment, parents are provided with the opportunity to agree to parent meetings and conferences to deepen their knowledge of the school's curriculum and philosophy, and to support the work of the school in the home. The SDCCS community acts sensitively and flexibly with regard to policies and procedures related to parental expectations and will provide reasonable exemptions. Parents receive a copy of the SDCCS Parent Handbook.

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS 47605 (b) (5)

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

Prior to the first day of employment, all employees of the School who may have contact with students are required to submit fingerprints (Livescan), a current TB test, and a signed copy of "Statement Acknowledging Requirement to Report Suspect Child Abuse". (Copies of the Personnel File Checklists for all SDCCS2 Employees are included in the Appendixes.)

I Administrative Qualifications

The Administration at the San Diego Cooperative Charter School2 shall include the Principal and any other necessary positions who would report to the Principal such as a Business Manager, Vice Principal, and Counselor. All administrators shall exhibit the following leadership traits:

- a) Is accessible to all in the community including teachers, staff, parents, and children.
- b) Acts with fairness, integrity, and respect for diversity.
- c) Leads collaboratively at every level of the school.
- d) Is knowledgeable of the educational and/or business practices that will fulfill our school's mission.

- e) Utilizes all available financial and human resources to maximize student performance.
- f) Is knowledgeable of laws governing charter schools.

The Administration shall be comprised of the following key positions of Principal and Business Managers. These key positions are to be filled by persons who are qualified to prioritize and fulfill the following job responsibilities:

Key Position One: Principal

II Educational Responsibilities

Curriculum Development

Knowledge of:

- a) Special Education
- b) Constructivist philosophy, approach, and curriculum
- c) Curriculum development in conjunction with State standards
- d) District and national assessment tools
- e) Alternative assessment models

Methods and Practices

- f) Guides teachers in individualizing the curriculum
- g) Classroom experience in constructivist setting
- h) Facilitates democratically created curriculum
- i) Continues to develop own expertise and knowledge of educational and administrative practices

Staff Development

- j) Determines and facilitates whole school staff development needs and opportunities
- k) Determines and facilitates individual staff development
- l) Develops new teacher mentoring program
- m) Develops and maintains a professional resource library
- n) Aids staff in selecting assessments and conducts assessment training
- o) Ensures staff compliance with national and state educational regulations

Behavior Support

- p) Supports teachers in behavior management
- q) Develops individual behavior plans when necessary
- r) Involves parents in development of individual behavior plans, as needed
- s) Oversees development of school wide behavior policies, as needed

Parent Education

- t) Facilitates parent education on constructivism
- u) Facilitates educational workshops based on need for parents and volunteers

III Communication Responsibilities

General Relations

- a) Ensures proactive clear communication with Administration, Staff, and Board
- b) Updates the SDCCS2 community on pertinent information in a timely fashion
- c) Demonstrates effective, diplomatic communication based on the communication policy of the school.
- d) Resolves conflicts and disputes based on school policy.

Board Relations

- e) Works with Board and attends Board meetings
- f) Provides the Board "The Principal's Report," a complete written status report to be presented at all regularly scheduled Board Meetings

District and Community Relations

- g) Works with District to secure needed resources
- h) Networks with community funding resources.

Parent Relations

- i) Supports and promotes school wide efforts including outreach and fundraising
- j) Communicates effectively with parent body
- k) Possesses knowledge of individual parent and student needs
- l) Encourages and motivates parent participation to meet volunteer hour requirements.
- m) Conducts surveys for parent feedback and publishes results in the school newsletter

Staff Relations

- n) Maintains positive environment
- o) Acts as liaison/mediator between all members of the SDCCS2 community
- p) Clarifies and resolves personnel issues

IV Supervision

Staff Supervision

- a) The Principal oversees the Business Manager and other administrative positions to ensure completion of all job responsibilities
- b) Evaluates teachers and provides feedback
- c) Provides opportunities for teacher leadership
- d) Articulates an active supervision model which encourages high staff performance and supports individual teaching styles
- e) Oversees staffing responsibilities
- f) Creates and updates an Employee Handbook which includes personnel policies
- g) Trains, monitors, and evaluates recess staff in behavioral expectations and student safety
- h) Ensures adequate staffing and training for Extended Day Care Program

School Supervision

- i) Ensures campus safety and orderliness
- j) Creates and implements a school wide emergency plan
- k) Ensures compliance with school safety needs

Special Education Supervision

- l) Meets regularly with on site special education personnel.
- m) Requests monthly report from special education personnel outlining the amount of time each has spent with special education students and parents as correlated with IEP mandates.
- n) Holds special education personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents

School Committees and PSA

- o) Attends all meetings of PSA and all committees
- p) Provides support and timely information to facilitate the achievement of committee goals

V Strategic Planning Oversight

- a) Conducts an Annual Needs Assessment based upon the previous year's Annual Performance Audit, which measures student and staff performance.
- b) Leads the school in assessing long- and short-term needs based on staff, committee, and community input
- c) Articulates the means by which the school's programs can be developed to realize the charter's vision
- d) Communicates and collaborates with school community to meet planning needs

Program Quality Review

- e) Applies for WASC Accreditation
- f) Conducts Self-Study and Report Generation
- g) Ensures that the school is led in a comprehensive PQR cycle (or equivalent) in subsequent years

Key Position Two: Business Manager

VI Business Manager Responsibilities

The primary interest of business management at the San Diego Cooperative Charter School is to utilize resources effectively by aligning all financial, funding, physical plant, and data collection practices with the educational improvement strategies of the school.

Development

- a) Identifies grant sources and oversees execution process
- b) Implements school-wide fundraising opportunities
- c) Motivates school community to develop fundraising opportunities
- d) Networks possible funding sources
- e) Maintains database of contributors and contacts, and performs follow up
- f) Seeks new sources of funding on an ongoing basis, and cultivates current sources
- g) Oversees State, County and District funding requests
- h) Integrates fundraising/development efforts into the long term goals of the school
- i) Finds resources within parent community to support development efforts
- j) Creates building fund and promotes publicity regarding future site plans to generate fundraising specific to such plans

Finance and Accounting

- k) Creates and manages budget with direction from Principal and Budget Committee
- l) Creates detailed reports on school's financial status and submit at regularly scheduled Board Meetings
- m) Manages payroll and benefits
- n) Manages contracts

Physical Plant

- o) Interfaces with building management
- p) Oversees maintenance and janitorial services
- q) Maintains code compliance
- r) Implements computer technology maintenance and support
- s) Manages purchasing and inventory

Data Management

- t) Oversees maintenance of website
- u) Oversees records management including parent surveys, student records, Extended Day Care, staff credentials, parent volunteer hours
- v) Oversees attendance reporting process in order to maximize funding

VII Teacher Qualifications

To the extent required by applicable law for charter schools, teacher in the school will be required to hold a Commission of Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. As provided by law, the school may exercise flexibility with regard to those teaching non-core, non-college preparatory courses. All requirements for employment set forth in applicable provisions of law will be met, including but not limited to credentials as necessary. Certificated employees will be required to submit copies of transcripts, credentials, documentation of work history and documentation of professional development (if being used for "Highly Qualified status) for inclusion in the individual's personnel file and to be used to document that state and federal

requirements. All certificated staff will be given a memorandum noting any documents that require renewal as a condition of employment. These memorandums will be provided prior to the start of each school year, once mid-year and again at the end of the year.

San Diego Cooperative Charter School² will comply with the “Highly Qualified” provision of No Child Left Behind Act (NCLB). Teachers will meet the requirements of NCLB for any core academic subject as required and in accordance with the timelines given to all public schools. In addition, all teachers at San Diego Cooperative Charter² shall exhibit the following traits

- a) Cares about the well-being of all students
- b) Promotes multiculturalism, gender equity, and embraces anti-bias educational practices
- c) Practitioner of constructivist epistemology, developmental learning theory and progressive education
- d) Demonstrates effectiveness in teaching a diverse population of students from different socio-economic backgrounds who possess a range of skills and learning styles
- e) Exhibits a willingness to take on the responsibility for the success of the school as a whole.

Certifications

- f) Possession of a California teaching credential
- g) Core subject teachers will be “Highly Qualified” as described in No Child Left Behind

Knowledge Of:

- h) Multiage education;
- i) Child development: specifically of physical, emotional, and academic patterns;
- j) General learning theories and curriculum development, with an emphasis on Vygotsky, Dewey, Piaget, Erikson, and other developmental theorists;
- k) Progressive education;

Professionalism

- l) Is flexible and dedicated to collaborative planning to improve student performance
- m) Is child-centered and focused on the academic, personal, and social development of all students
- n) Has a professional manner and appearance
- o) Regularly communicates about classroom practice and student progress to parents
- p) Reflects upon professional growth and the effectiveness of his/her own teaching practices
- q) Is open to input and feedback regarding professional growth and performance

Methods and Practice

- r) Develops expertise in differentiating instruction for all learners, including modifying the curriculum for students with disabilities and for English Language Learners (SDAIE Methodology);
- s) Effectively manages, plans for, and executes instruction in multiage groupings;
- t) Uses conflict resolution skills;
- u) Is patient, caring, and respects students;
- v) Maintains an organized and orderly classroom;
- w) Effectively communicates with parents;
- x) Is capable of generating curiosity and mutual respect in children;
- y) Is open to progressive, innovative and creative approaches that will motivate students to meet educational goals;

- z) Understands that a successful learning process is a collaborative effort between student, teacher, and home.

Teachers will be evaluated by the principal in accordance with the Teacher Evaluation plan based on the California Standards for the Teaching Profession (CSTP) and established by the principal and teachers of San Diego Cooperative Charter2. This item is included as an Appendix item in this document.

VIII Instructional Support Personnel

These employees are required to submit fingerprints (Livescan), a current TB test, and a signed copy of “Statement Acknowledging Requirement to Report Suspected Child Abuse”. (Copies of the Personnel File Checklists for all SDCCS Employees are included in the Appendixes.)

Instructional Assistant

Qualifications: Experience working with children ages 5-14 required; knowledge of child development specifically of physical, emotional, and academic patterns as it relates to the subject area; knowledge of general learning theories and curriculum development with an emphasis on Piaget, Vygotsky, Dewey, Erikson, and other developmental theorists. Must be child-centered and focused on the academic, personal, and social development of all students. Must have a professional manner and appearance and be open to input and feedback regarding professional growth and performance. Willingness to participate in additional adult-learning opportunities based on school focus areas. All positions in this category require some college course credits with a strong preference for candidates who are seeking a career in the field of education.

Job Duties:

- Supervision of students during recreational periods.
- Assist with academic instruction with the guidance of teaching staff
- Develop lessons for supplemental instruction in art, music, language and physical education
- Maintain Student Records that Pertain to this Position (Re: Recess Logs)
- Work Collaboratively with Teaching and Administrative staff
- Other Duties as Assigned

XI Non-Instructional Support Personnel

These employees are required to submit fingerprints (Livescan), a current TB test, and a signed copy of “Statement Acknowledging Requirement to Report Suspected Child Abuse”. (Copies of the Personnel File Checklists for all SDCCS Employees are included in the Appendixes.)

Director of Student Enrollment and Accountability Data

Qualifications: Must be detail oriented and have strong computer skills; experience working with student records and confidential information required; college degree strongly preferred.

Job Duties:

- Zangle
 - Enrollment
 - Attendance
 - Weekly/Monthly Reports
 - Faculty utilization of Zangle Teacher Connection
- Maintain Student Records
- Immunizations Documentation
- Weekly Announcements
- Master Calendar
- Attendance Contracts
- Other Duties as Assigned

Lead Receptionist

Qualifications: Outstanding customer-service skills required; experience working with children in educational settings and experience working with confidential information preferred.

Minimum education level high school graduate, some college preferred

Job Duties:

- Answer Phones
- Assist Applicants With Applications/Initial Enrollment Procedures
- Maintain Records
- Respond to Parent Requests
- Sort and Distribute Mail
- Complete Office Supplies Order via Internet
- Complete Health Office Supply Order
- Assist Office Clerk
- Organize and Assist Fieldtrip Documentation
- Other Duties as Assigned

Receptionist

Qualifications: Outstanding customer-service skills required; experience working with children in educational settings and experience working with confidential information preferred.

Minimum education level high school graduate, some college preferred

Job Duties:

- Answering Phones
- Assist Applicants with Applications/Initial Enrollment Procedures
- Maintain Student Records
- Respond to Parent Requests
- Maintain Record Keeping from Excel Files
- Other Duties as Assigned

Office Clerk

Qualifications: Outstanding customer-service skills required; experience working with children in educational settings and experience working with confidential information preferred.

Minimum education level high school graduate, some college preferred

Job Duties:

- Contact Parents for Student Health Issues
- Facilitator for Parents (Contracts)
- Assist Receptionists
- Maintain Student Records
- Other Duties as Assigned

Director of Information Services and Facilities

Qualifications: Experience working with networked systems; a range of software products; and a broad range of hardware. Knowledge of PC and Mac platforms; firewalls; and software licensing agreements are a must. Willingness to work on grant applications and other school wide technology needs is strongly preferred. Ability to work across systems to support facilities maintenance and school operations.

Duties:

- Set-up and trouble shoot computer workstations for all staff members.
- Maintain and upgrade hardware and software as necessary.
- Maintain inventory records of all hardware and software.
- Research and recommend technology purchases for the school
- Establish minimum standards for hardware donations
- Provide tech support to all staff
- Develop task list for daily and long term maintenance projects
- Work with District staff to maintain a safe and functioning facility
- Other duties as assigned

ELEMENT SIX: HEALTH AND SAFETY PROCEDURES 47605 (b) (6)

"The procedures that the school will follow to insure the health and safety of pupils and staff. These procedures shall include the requirements that each employee of the school shall furnish the school with a criminal record summary as described in section 44237."

The San Diego Cooperative Charter School² shall comply with all provisions of Education Code 44237, including the requirement that as a condition of employment each new employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The requirements for criminal records review shall meet or exceed District personnel standards. All persons assigned to work at the school will be processed by the Principal and Business Manager and must undergo a criminal records review and will be required to submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary in pursuance of Education Code 44237 and 44830.1. The School will follow mandated child abuse reporting provisions pursuant to Penal Code sec. 11165.7 et seq. Additionally, all staff members who are subject to this provision will participate

in annual training regarding their responsibilities as mandatory reporters. Such training will be conducted by an authorized Health and Human Services employee authorized to deliver this material to mandated reporters.

Contractors and consultants retained by the School will be under the direct supervision an SDCCS2 employee at all times. Contractors and consultants who have contact with children will work with students only while an SDCCS2 employee is also present. Contractors and consultants who will have regular contact with students will be required to submit results of a recent TB test and a criminal background check prior to employment as contractors or consultants with the School.

The School will require initial and on-going tuberculosis screenings of all employees as well as screenings of all adults assigned to classrooms on an on-going basis, all as required by law.

The School will maintain a safe environment and will comply with CalOSHA regulations. Federal Labor Law and California Labor Law posters will be displayed in the employee work room. The school will maintain a drug-free workplace.

The School will maintain a safe environment for students. All visitors to the school will be required to check-in in the main office and register in the visitor's log book. All school visitors are required to wear a visitor or volunteer badge while on campus. No one will be permitted to disrupt the educational program. A specific policy related to on-campus conduct of visitors is included in the appendixes provided.

The school will provide health screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a traditional Public School.

SDCCS2 will require all enrolling students to provide documentation of immunization in accord with requirements of the Health and Safety Code Sections 120325-120375 and CA Administrative Code Section 6000-6075. This includes immunizations for polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, and hepatitis B as describe in Department of Health Services Document IMM-231. This policy will honor exemptions based on personal beliefs of parents, and physician election.

The School will require all students enrolling to submit documentation of a health exams and dental exam as dictated by their age and grade level and required by law.

The School will have an administration of medication policy (included as an Appendix item).

The San Diego Cooperative Charter School2 has developed further health, safety, and risk management guidelines in consultation with insurance carriers and risk management experts.

The San Diego Cooperative Charter School2 will have emergency procedures in place and will conduct monthly evacuation drills that will be documented by the principal. All staff members will be participate in annual staff development that address emergency procedures.

ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE 47605 (b) (7)

"The means by which the school will achieve a racial and ethnic balance."

To create a school community that reflects the diversity of San Diego City Schools the San Diego Cooperative Charter School² must recruit students from a significantly wide range of ethnic, linguistic and racial populations.

Recruitment strategies include:

- Identifying parent volunteers from both SDCCS and SDCCS² to work together as a task force of the Teresa Hessling Charter School Project Board of Directors to coordinate and execute outreach and recruitment efforts led by the Principal and executed by volunteers.
- The design and distribution of outreach and informational materials to appeal to the various racial and ethnic groups within the District;
- The development of outreach materials in other languages to reach parents who are not English speakers;
- Outreach to community groups, agencies and other organizations that have direct contact with diverse racial and ethnic communities in the District;
- Outreach meetings in several areas of the District to reach prospective students and parents;
- Establishment of internal and external feedback processes to ensure maximum impact and accessibility of the school's commitment to diversity.
- The use of a variety of outreach strategies, including written materials, community presentations, mailings, and press releases;
- An enrollment timeline that allows for a broad-based recruiting and application process, and that is aligned with the diverse needs and composition of the prospective population.

The charter school will, on a quarterly basis, make available to the District with information and records summarizing the outreach efforts that have been undertaken by the charter school in the immediately preceding quarter.

ELEMENT EIGHT: ADMISSIONS 47605 (b) (8)

"Admissions requirements, if applicable."

Charter schools are schools of choice. The charter school admits all pupils who wish to attend the school. For all students, the following enrollment requirements apply:

- The parent/guardian must attend one school tour and an annual orientation session. Students may participate in this event, but it is not required. These sessions are held regularly throughout the school year at various times in order to accommodate a range of schedules. These sessions detail the expectations of the families who elect to enroll at SDCCS² and provide opportunities for families to ask questions and become familiar with our school facility and community.
- A parent or guardian must honestly complete and return a simple, non-discriminatory application by the published priority enrollment deadline.

- The student and the parents must sign statements indicating that they are familiar with and agree to abide by all policies and procedures set forth in the Parent and Student Handbooks. (Both are included as Appendix items in this document.)
- A parent or guardian must complete and/or provide all documents required for enrollment in a public school including but not limited to immunization records, proof of residency, birth certificate, enrollment form, etc.

If the number of pupils who wish to attend the charter school exceeds the school's capacity, priority for enrollment shall be as follows:

1. Current Students
2. Students within the boundaries of San Diego Unified School District
 - Children of founding members of the charter school (not to exceed 10% of total enrollment)
 - Children of current full-time staff members
 - Siblings of current students
 - All other in-district students
3. Students outside the boundaries of San Diego Unified School District
 - Children of founding members of the charter school (not to exceed 10% of total enrollment)
 - Children of current full-time staff members
 - Siblings of current students
 - All other out-of-district students
4. All other students as permitted by law

In order to attain our vision of a racially, economically, and geographically diverse population, we will develop an outreach program designed to reach out to all families and to enable the school to have a balanced and diverse applicant pool for our lottery selections.

All qualified applicants from the priority enrollment period become members of the applicant pool. Grade level vacancies are filled in priority order. When there are more applicants than there is capacity to enroll, then a lottery shall be held to determine the order of enrollment. Applicants will be admitted in the order their names are drawn at random from the collection of qualified applicants. Once capacity has been reached for a grade, the names are placed on a waiting list in the order in which they were drawn. The Principal and a member of the Board of Directors will witness the lottery and will certify that it was random, public and conducted as described above.

All applicants who are accepted will receive notification in writing by U.S. mail and will receive 5 business days to respond to the Director of Student Enrollment and Accountability Data or Front Office receptionist either in writing, in person or by phone, fax or e-mail of their intention to accept or decline the offer for enrollment. If there is no response after 5 business days a phone call will be made to the prospective applicant on 2 separate occasions and then the vacancies will be considered declined and the application will be withdrawn and will be offered to the next student on the waiting list.

Vacancies that become available during the school year will be filled in order from the numbered applicants in the applicant pool. In the event there are no applicants in the pool, new students may apply to enter the school only after visiting the prospective classroom for one full instructional day and a school orientation meeting with the principal or another designated staff member.

Educationally disadvantaged students are targeted during outreach efforts and recruited to attend San Diego Cooperative Charter School². Research on the progress of charter schools in meeting the needs of the educationally disadvantaged shows that charter schools can indeed serve all students. Surveys of California's charter schools have demonstrated that these schools are educating a higher proportion of educationally disadvantaged students and below-grade-level students than their counterparts District schools.

ELEMENT NINE: ANNUAL AUDITS 47605 (b) (9)

"The manner in which an annual audit of the financial and programmatic operations of the school is to be conducted."

Fiscal:

The San Diego Cooperative Charter School² will be a direct funded school.

Accountability and Annual Audit:

The San Diego Unified School District periodically reviews the fiscal integrity of the San Diego Cooperative Charter School² in order to satisfy itself that sound financial procedures are in place and are being followed.

The adherence to such sound financial practices by the San Diego Cooperative Charter School² is a condition for the continuance of the charter. The San Diego Cooperative Charter School² contracts for the services of an independent, certified public accountant with experience in education finance to conduct an annual financial audit. This audit, at a minimum, includes an audit of the school's financial statements, and attendance accounting records and practices. The District may conduct an annual audit as well. SDCCS² will transmit a copy of the audit to the District as well as to the County Superintendent of Schools, the State Controller and the State Department of Education by December 15th of each year as required.

In the event the audit notes any exceptions or deficiencies, SDCCS² will use the following procedure:

1. The School will inform in writing all audit recipients of any exception and/or deficiency the School disputes or believes it has already corrected by the time of submitting the audit, along with supporting document;

2. The School will inform in writing all audit recipients of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at time of audit submission; and
3. Resolves all outstanding or disputed exceptions and/or deficiencies to the mutual satisfaction of the District and the School by no later than the following June 30th or other time as may be mutually agreed to.

In accordance with the Education Code as noted below the school will:

- On or before September 15th of each year prepare and file with the District an annual statement of receipts and expenditures of the charter school for the preceding fiscal year as required under Education Code 42100.
- Prepare and file with the District a preliminary budget on or before July 1st of each year, an interim financial report on or before December 15, a second interim financial report on or before March 15, and a final unaudited report for the full year on or before September 15 as required by Education Code section 47604.33

Business Practices and Contracting for Services and Goods:

San Diego Unified School District property and materials, and property donated to the school, will be inventoried and returned to the District upon termination of the operation of the school as a charter school within the District.

Insurance and Safety Policy:

The San Diego Cooperative Charter School² will purchase and maintained general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies.

The San Diego Cooperative Charter School² has developed health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts.

Personnel Policies:

Personnel policies have been developed and adopted by the Board of SDCCS².

The SDCCS² is deemed to be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (EERA).

Programmatic Audit:

The SDCCS² will compile and provided to the District an annual performance audit. This audit includes the following data:

- Summary data showing student progress toward the goals and outcomes specified in Element Two from assessment instruments and techniques listed in Element Three;

- An analysis of whether student performance is meeting the goals specified in Element Two, displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising the "Family Education Rights and Privacy Act";
- A copy of the Charter Advisory Board's evaluation of prior-year management performance, summary of major decisions and policies established during the year, and upcoming year goals;
- Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey;
- Data regarding the number of staff working at the school and their qualifications;
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year;
- Information demonstrating whether the school implemented the means described in Element Seven to achieve a racially and ethnically balanced student body, and an overview of the student body (including the school's admissions practices, number of students enrolled, number on waiting lists, and numbers of students subject to suspension/expulsion);
- An analysis of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints;
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with terms of the charter generally.

ELEMENT TEN: SUSPENSIONS AND EXPULSIONS 47605 (b) (10)

"The procedure by which pupils can be suspended or expelled."

Consistent with the efforts to share the governance of the school, specific suspension and expulsion procedures that comply with constitutional standards of due process have been developed and/or revised by the school community at the beginning of each school year. These policies are consistent with the policies of San Diego Unified School District. Any revisions to the policies provides parents and students with an opportunity to exercise such leadership skills as problem solving, negotiation, shared decision making, and conflict resolution, as well as fostering a sense of personal and community responsibility. The model for positive discipline will be instituted based on the guidelines set down by Ryan (2000). This five-step program includes

1. Isolate (meet one-on-one with the student),
2. Ask and Listen (listen to the child's side of the story),
3. Speak and Specify (a strong, calm, well-reasoned, focused message),
4. Offer (offer positive reinforcement),
5. Decide and Act (support the child in a responsible plan that is mutually agreeable).

The bottom-line purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment. Successful procedures will provide for due process, be specific and concrete, and be supported by the school community. The Principal, a staff member serving

as acting principal when the principal is absent, and the Director of Extended Day have the authority to suspend students when necessary. The School will maintain records of all suspensions and will report the suspension of any students to the District including the suspension of any Special Education students.

While suspension and expulsion are to be regarded as a last resort, the school has a suspension policy that is communicated to parents and students in the parent and student handbooks. The reasons for suspension or expulsion include, but are not limited to:

1. The threat, causation, or attempted causation of physical injury to another person;
2. Possession of a weapon (e.g., firearms, knives, and explosives) as grounds for immediate expulsion;
3. Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant;
4. Robbery or attempted robbery of another person's property or school property;
5. Significant damage or attempt to damage school property;
6. An obscene or offensive act or habitual profanity/vulgarity;
7. Persistent failure to respond to correction, especially as to respect for staff, respect for others (consistent with the State Education Code prohibition against harassment), or persistent and repeated failure to follow student rules.
8. A complete list of reasons for suspensions is included in the Appendix section. The list of reasons for suspensions matches the District list and is provided to parents.

Prior to suspending a student, if circumstances permit, the student and his/her parents shall be given a written statement of the reasons for suspension and will be provided with a copy of their due process rights. The student and his/her parents shall also be given an opportunity to meet with the school Principal to present any evidence as to why a suspension should not be imposed. If circumstances require an immediate suspension, written notice and an opportunity to meet shall be provided to the student and his/her parents within three days of the suspension.

If a student is to be suspended for more than five consecutive days to twenty total days within the year, or if an expulsion is recommended, the following procedures apply.

- The student must be given written notice of the proposed long-term suspension or recommendation for expulsion and of the reasons. If the student or his/her parents contest the proposed disciplinary action, they will have 10 business days from the date of delivery of the written notice of suspension or recommendation for expulsion to declare in writing their request for an appeal in the case of a suspension, or a request for a hearing in the case of a recommendation for expulsion, that is to be submitted to the principal.
- In cases where the student is recommended for expulsion and a request for an expulsion hearing is submitted by the parents to the principal, the student will remain in suspension status until the expulsion hearing. Within 15 school days of the suspension the Expulsion Committee will convene and consider evidence and/or testimony, as it deems appropriate and will provide a decision that shall be in the best interest of the students and the School. The decision of the Expulsion Committee will be forwarded to the Board of Directors for action.

- The role of the Board of Directors is to assure that procedures were followed and that a fair hearing was conducted. The decision of the Board of Directors shall be final.
- The student shall have the right to be represented by counsel at the hearing before the Expulsion Committee and before the Board of Directors, to present evidence on his/her own behalf, and to confront and cross-examine adverse witnesses and School representatives.
- The written notice to the student of the proposed disciplinary action must advise the student of the above-listed rights, and must specify the date, time, and place of the disciplinary hearing. The disciplinary hearing shall be held within thirty days from the date the student was originally suspended.

In cases where the student is recommended for expulsion and a request for an expulsion hearing is submitted by the parents to the principal, the student will remain in suspension status until the expulsion hearing, and will participate in a home study or other alternative program offered at San Diego Cooperative Charter School² until the hearing is complete and the matter has been reviewed by the Board of Directors of the school.

The Expulsion Committee will be made up of 4 representatives—1 will be an SDCCS² teacher who will serve as a non-voting chairperson and the remaining 3 representatives will be volunteers called upon from other charter schools in the city of San Diego. At least one of the 3 representatives will be an administrator. Friends or relatives of either the victim(s) and/or perpetrator will not be permitted to serve on the Expulsion Committee. Recommendations from the Expulsion Committee will be forward to the Board of Directors for Action.

Once a charter student is expelled, rules of district residency apply. A charter-expelled district students must be treated the same as district expelled students and must comply with education Code section 48915.1. The School will notify the District of any expulsions and will forward the student's residence and records.

Charter school practice for Special Education students will be in accord with policies and procedures adopted by the Board of the San Diego Unified School District, especially in relation to the maximum number of days for which a pupil can be suspended and in those instances when a student may be suspended pending an expulsion hearing. The School will use the District computer-based system (Zangle) for recording behavior incidences including suspension and expulsion. The School Principal will notify the District's Special Education Administrator if any student with an active IEP is suspended for any reason.

ELEMENT ELEVEN: RETIREMENT SYSTEM 47605 (b) (11)

"The manner in which staff members of the Charter School will be covered by the State Teachers Retirement System, the Public Employees' Retirement System, or federal social security."

The Business Manager is responsible for enrolling participants in retirement programs.

SDCCS2 will offer CalSTRS and all employees who qualify must be enrolled. The participants' re-tax contributions are deducted from each paycheck and are aggregated with SDCCS2's contribution. A monthly payment is made to CalSTRS. The payments are processed and administrative support is provided by the Fiscal Control Department of the District.

All full-time certificated staff members of the San Diego Cooperative Charter School2 shall retain all previously vested rights in their respective retirement systems, including, but not limited to, STRS, PERS, and the Social Security System and will have access to other school-sponsored retirement plans according to the policies established by the Board of Directors that may include, but shall not be limited to, establishment of a section 403(b) or 401(k) plan.

All full-time classified employees of the San Diego Cooperative Charter School2 participate in the Federal Social Security system and will have access to other school-sponsored retirement plans according to the policies established by the Board of Directors that may include, but shall not be limited to, establishment of a section 403(b) or 401(k) plan.

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES 47605 (b) (12)

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

As per state law, no governing board of a school District shall require any pupil enrolled in a school District to attend a charter school. San Diego Cooperative Charter School2 is a school of choice. Transportation for San Diego Cooperative Charter2 is the sole responsibility of the families who choose to attend SDCCS. San Diego Cooperative Charter2 will inform each parent or guardian that their child has no right to admission to any particular school as a result of their enrollment at SDCCS, except to the extent the right is extended by the local educational agency. Students whose parents choose for their child(ren) to no longer attend San Diego Cooperative Charter School2 may attend other public schools within their home school district. Parents are required to sign a document stating that their child(ren) will no longer be attending SDCCS2 and acknowledging their understanding that if they wish to re-enroll in SDCCS2 they will need to follow the application procedures as they apply to all new incoming students. Additionally parents will be directed by SDCCS2 enrollment staff to contact the district office of residence according to the home address of the family to learn more about enrollment options that are available.

ELEMENT THIRTEEN: LEAVE AND RETURN RIGHTS 47605 (b) (13)

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

Rights of District and Charter School Employees:

Any current SDUSD employee who resigns his/her position with SDUSD to become an employee of San Diego Cooperative Charter2 shall have any rights to return as granted by the District. San Diego Cooperative Charter2 shall have no authority to bind the District to re-employing a former employee or allowing a leave of absence. All employees of San Diego Cooperative Charter2 will be considered the exclusive employees of San Diego Cooperative Charter2 and not SDUSD unless otherwise mutually agreed upon in writing.

Persons employed to work at the San Diego Cooperative Charter School2 in the first instance (persons who were not previously District employees) will be employed at-will as stated on employment contracts as follows: "Employment shall be at-will and is subject to termination at the discretion of San Diego Cooperative Charter School2. Employment is for services at San Diego Cooperative Charter School2 only. In addition, all other conditions of employment, including wages and benefits, will be as specified in the employment contract with the employee.

Maximum Class Size Limitation:

The charter school will participate in the class size reduction program in grade levels for which adequate funding is received and building facilities can accommodate if available. As part of the program, teams of teachers are free to group and regroup youngsters for instruction so class sizes may vary and exceed the limit as determined by the charter school program needs during the day. If the San Diego Cooperative Charter School2 receives class size reduction funds, it agrees to adhere to all state laws and regulations pertaining to the use of class size reduction funds.

Public Comments:

The staff and governing board members of the school and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section.

Dispute Resolution Procedure Within the School:

Disputes arising from within the School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school.

The District shall refer any complaints or reports regarding charter school internal matters to the charter school for resolution before acting upon such complaints. If the matter is not resolved at this level, and the complainant still requests District review of the matter, the District will review the complaint and examine any other necessary information.

ELEMENT FOURTEEN: DISPUTE RESOLUTION 47605 (B) (14)

"The method by which the charter school and the sponsoring District will resolve disputes."

The San Diego Cooperative Charter School² will make every effort to work in harmony with the San Diego Unified School District and will always work to resolve any disputes in a non-confrontational manner without resorting to formal procedures. In the event that the SDCCS² or San Diego Unified School District (the "District") have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to inform the other, in writing, of the specific issue(s) being disputed and that writing shall include that relevant facts of issue(s). Matters within the Boards' authority under Education Code section 47607 (c) and/or (d) are not subject to this dispute resolution process.

For all other disputes, SDCCS² and San Diego Unified School District agree to follow the process outlined here. The Principal and a District representative shall meet and confer within thirty days of receipt of a written notice of a dispute and will attempt to resolve the dispute. If the matter cannot be mutually resolved or mediated within the above time frame, the charter school and District shall submit the dispute to a mutually agreeable mediator for nonbinding mediation within thirty days after the attempt at informal mediation fails. The format of the third-party mediator aspect of the dispute resolution process shall be developed jointly by the representative and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. Unless jointly agreed, the process involving the assistance of a third-party mediator shall conclude within 30 business days of identifying the mutually agreed to third-party mediator. SDCCS² and the District shall share equally the cost of hiring a mediator. SDCCS² shall be solely responsible for its attorney's fees and costs associated with dispute resolution. If the matter is not resolved using the process stated above, both parties agree to continue negotiations in good faith toward a resolution of the dispute. If the matter cannot be mutually resolved, the charter school shall be given a reasonable period of time to correct the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the school's pupils. In such event, the District reserves the right to take any action it deems appropriate and the School reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the District determine the violation constitutes a severe and imminent threat to the health and safety of the School's pupils.

If the substance of a dispute is a matter that could result in the taking of appropriate action, under the terms of Ed Code 47607, including, but not limited to, revocation of the charter, the matter will be addressed at the chartering district's discretion in accordance with the provision of law and any regulations pertaining thereto.

ELEMENT FIFTEEN - LABOR RELATIONS/EMPLOYMENT/COLLECTIVE BARGAINING

The charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act, Government Code section 3640 et seq.

ELEMENT SIXTEEN-CLOSURE PROCEDURES

Governing Law: A description of the procedures to be used if the charter school closes- Education Code Section 47605(b)(5)(p)

The following procedures shall apply in the event the School closes. The following procedures apply regardless of the reason for closure.

(a) Closure of the School will be documented by official action of the SDCCS Board. The SDCCS Board will designate a responsible entity to conduct closure-related activities.

1. (b) Notification of the closure of the charter school will be made promptly to parents (guardians of pupils of the School, the authorizing entity, the county office of education, the special education local plan area in which the school participates, the retirement systems in which the school's employees participate (e.g., State Teachers' Retirement Systems and federal social security). The notification of closure will include at least the following: The effective date of the closure;
2. The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
3. The pupils' school districts of residence; and
4. The manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

(c) A list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, will be provided to the responsible entity designated in subdivision (a).

(d) Transfers and maintenance of all pupil records, all state assessment results, and any special education records will be made to the custody of the responsible entity designated in subdivision (a), except for records and/or assessment results that the charter school may require to be transferred to a different entity. Records will be transferred in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g.

(e) Transfer and maintenance of personnel records in accordance with applicable law.

(f) Completion of an independent final audit within six months after the closure of the school that may function as the annual audit, and that includes at least the following:

1. An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of materials value.
2. An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

(g) Disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to, the following:

1. The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.
2. The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
- 3.

(h) Completion and filing of any annual reports required pursuant to Education Code section 47604.33.

(i) Identification of funding for the closure-related activities.

Upon dissolution of the charter school and the disposition of all assets and liabilities, all remaining assets secured from the appropriation of public funds, including private funds granted to or donated to the charter school and all assets originally provided to the charter school by the district, shall be transferred to the district or another charter school approved by the district. All other remaining assets will be distributed in accordance with laws and regulations that govern the dissolution of non-profit public benefit corporations.

As the School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

RELATED WARRANTS

IN ADDITION TO THE ELEMENTS SPECIFIED ABOVE, THE SAN DIEGO COOPERATIVE CHARTER SCHOOL REITERATES ITS COMMITMENT TO OBSERVE THE FOLLOWING:

1.) 47605 (c)

"Charter schools shall meet the statewide performance standards and conduct the pupil assessments required pursuant to section 60602.5"

2.) 47605 (d)

"In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admissions policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Admission to a charter school shall not be determined

according to the place of residence of the pupil, or of his or her parent or guardian, within this state."

3.) Term and Renewal of Charter

The term of this charter shall begin on the date that the SDUSD board of education approves the charter petition and shall be for a period of five successive years.

This charter may be revoked as provided by law. Prior to revoking the charter, and if in the judgment of the District circumstances permit, the District shall provide the San Diego Cooperative Charter School2 with the notice of the proposed revocation and of the reasons thereof.

Material revisions to the charter must be approved by the Board of Education. However, all proposed revisions to the charter must be presented to the District for a determination as to whether or not the proposed revision is a material revision that must be approved by the Board of Education.

A request by the San Diego Cooperative Charter School2 for renewal of the school's charter shall be presented no later than February of the School's last year of operation in the then current term.

4.) Hold Harmless

Consistent with the statutory intent of Education Code section 47604 (c), the San Diego Unified School District shall not be liable for the debts or obligations of the SDCCS. SDCCS shall indemnify and save and hold the District, the Board, the Superintendent, employees, officers, directors, subcontractors, agents and authorized volunteers (collective "employees") harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, or whatsoever kind or character, including attorneys' fees, brought against SDCCS2 or SDCCS2 employees for injury to property or persons, occurring or allegedly occurring in, on or about the school from conduct committed by SDCCS2 or by its employees, officers, directors, subcontractors, agents and by District employees while assigned to and under the supervision of SDCCS2 during the term of this charter and any renewal thereof.

5.) Access To Records

SDCCS2 shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records, unless disclosure to the District of any such records is prohibited by law. SDCCS2 shall promptly comply with all such reasonable written requests. The records of SDCCS are public records under the Public Records Act (Government Code section 6250 et seq.)

San Diego Cooperative Charter School2 will comply will all requirements of section 47604.3 regarding access to records. SDCCS2 shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from its chartering authority, the county office of education that has jurisdiction over the school's chartering

authority, or from the Superintendent of Public Instruction and shall consult with the chartering authority, the county office of education or the Superintendent of public Instruction regarding any inquiries.

6.) Insurance

SDCCS2 will purchase and maintain, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, as part of its own insurance program. The charter school insurance shall be equivalent to the District's program with respect to limits and coverage. SDCCS2 will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts.

SDCCS2 shall maintain at its sole cost and expense, without reimbursement, adequate policies in the areas of Comprehensive or Commercial General Liability; Comprehensive or Business Automobile Liability, Worker's Compensation; Professional or Directors Liability (Errors & Omissions); Property Insurance (including contents); and employment practices liability. SDCCS2 shall provide a written notice to be mailed to the District 30 days prior to the effective date of a cancellation or non-renewal of any insurance coverage.

General Liability: SDCCS2 shall maintain at its own expense, general liability insurance with limits of liability of \$5,000,000 per occurrence for bodily injury, personal injury and property damage. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required per occurrence limit. This insurance shall include products and completed operations of the same limits as the policy limits. This insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insureds; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

Automobile Liability: SDCCS2 shall maintain at its own expense automobile liability insurance with limits of liability of \$2,000,000 per occurrence, for owned, non-owned or hired vehicles. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required occurrence limit. Such insurance shall apply to any automobile, Symbol 1 of the ISO Form. Such insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insureds; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

Workers' Compensation Insurance: Workers' Compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction over SDCCS2's employees, and employers' liability insurance with a minimum limit of \$1,000,000.

Errors and Omissions Liability Insurance: Errors and Omissions Liability Insurance conforming to the following requirements:

- Errors and Omissions Liability Insurance shall cover SDCCS2 for those sources of liability arising out of the rendering or failure to render professional services in the performance of this MOU, including all provisions regarding financial management and indemnification.
- The insurance shall be subject to a maximum deductible not to exceed \$5,000/\$1,000 deductible per claim.
- The minimum limits to be maintained by the Charter School shall be no less than \$1,000,000/\$2,000,000 per claim/annual aggregate.

Property Insurance: Property Insurance shall include coverage (including contents) to address business interruptions and casualty needs including fire and other hazards with replacement costs coverage for all assets listed in SDCCS2's property inventory and consumables. SDCCS2 shall also pay an equitable share of the cost of insuring the structures if it occupies a District-owned facility.

Employment Practices Liability Insurance: SDCCS2 shall obtain employment practices liability coverage with minimum limits no less than \$1,000,000/\$2,000,000 per claim/annual aggregate, or equivalent.

Any and all policies of insurance maintained by SDCCS2 shall be deemed primary to any potentially applicable policy or policies of insurance maintained by the District and/or their respective officers, agents, employees, and representatives. The District may specify that it be named as 'separately insured.'

To the extent that SDCCS2 obtains insurance providing 'claims made' coverage, such coverage shall include a rider or endorsement that shall provide for coverage for no less than three (3) years following termination of the policy.

SDCCS2 shall provide copies of all required policies of insurance and certificates of coverage to the district and shall provide updated copies annually prior to the first day of school; or whenever changes in coverage are made.

7.) Health/Facility Issues

SDCCS2, at its own cost and expenses, and not the District, is responsible for obtaining permits from the local jurisdiction (e.g., City of San Diego), including building permits, occupancy permits, fire/life safety inspections and Conditional Use Permits (CUP) as required a safe environment for staff and students.

SDCCS2 provides food services for the students attending SDCCS2 as required by law. The school may contract with the District or with any other source to provide food services.

8.) Assets

If the charter should ever be revoked or nonrenewed, the nonprofit corporation shall wind up and dissolve. Upon the dissolution and winding up of the nonprofit corporation, its assets and student records shall be distributed as described in Element Sixteen-School Closure of this petition.

9.) Purchase of District Services

The School and the District will annually negotiate in good faith to develop a Memorandum of Understanding (MOU) that is separate from this charter petition. The MOU will establish more specifically the financial and service relationship between the School and the District. The School's purchase of goods and services from the District shall not negate the operational independence of the School from the District. Breach of the MOU shall not necessarily constitute breach of this charter.

10.) District Impact Statement

a.) Intent

This statement is intended to fulfill the terms of Education Code 47605 (g) and provides information regarding the proposed operation and potential effects of the SDCCS2 on the District.

b.) Administrative Services

The School and the District will negotiate in good faith to develop an operational Memorandum of Understanding (MOU) for the term of the charter that is separate from this charter petition. The MOU will establish more specifically the financial and service relationship between the School and the District. The School's purchase of goods and services from the District shall not negate the operational independence of the School from the District. At this point the school anticipates purchasing Special Education Services, Food Services, Pupil Accounting Services, as well as Testing and Accountability services. Breach of the MOU shall not necessarily constitute breach of this charter.

The District shall charge for the cost of supervisory oversight in conformity with Education Code section 47613.

c.) Facilities

The charter school will request facilities under Prop 39. The charter school will also look for facilities outside Prop39 and in private facilities. The specific terms of the school's use of these facilities will be governed by the terms of the charter and a signed lease or leases (if additional sites are necessary) and are subject to District legal review.

d.) Civil Liability

Education Code Section 47604 (c) provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school". San Diego Cooperative Charter School2 will be operated as a non-profit independent corporate entity. As such, San Diego Unified School District shall not be liable for the debts or obligations of the School.

San Diego Cooperative Charter School2 shall hold harmless, defend and indemnify the District, the Boards of education, its officers and employees, from every liability, claim or demand which may be made by reason of: (A) any injury to person or property sustained by the School, its officers, employees or authorized volunteers; and (b) any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of the School, its officers, employees or agents. In cases of such liabilities, claims or demands, the School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the District, the Board of Education, its officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them.