

San Diego Cooperative Charter School

May 8, 2001
[Amended July 8, 2003]
[Amended October 10, 2006]
[Renewed February 13, 2007]

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

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.

San Diego Cooperative Charter School

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 School 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 that which makes each child unique and 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 to 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 Charter 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 exceed district and statewide standards.

General Description

In September 2001, a new 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), the school is currently at capacity and serves approximately 360 children in kindergarten through eighth grade. Of the current student population, approximately 10% are African American, approximately 25% are Hispanic, and approximately 60% are White. The remaining balance of our student population is comprised of students who are Asian, Filipino Native American and Pacific Islander. Approximately 20% of the students receive free/reduced lunch.

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. The San Diego Cooperative Charter School is located in the Balboa Park area at 2950 Sixth Avenue, San Diego, California 92103.

The San Diego Cooperative Charter School 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 at all grade levels participate in more than the state mandated number of instructional minutes per school year. The instructional day is from 8:30 to 3:00 for K through 8th grades, with clubs, extra-curricular activities, or extended day care until 6:00 PM.

The San Diego Cooperative Charter School provides . . .

- Curriculum, tools to meet the needs of various learning styles, effective management of process, and staff development which is all 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 School 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 School 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 School 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 School students achieve high standards. All faculty members have the freedom and the responsibility for supporting the development of all academic programs.

The San Diego Community Charter School identifies the following key points of our educational philosophy:

1. 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

2. Subject matter is equally rigorous for all students and that strategies, materials, and time varies with student needs. SDCCS commits itself to the
 - Use of a wide range of materials including state-approved texts and resources
 - Correlation of texts to State Content Standards
 - Creation of Individual Education Plans (IEPs) for all Special Education students

3. Assessments compare what students know to standards and benchmarks. SDCCS commits itself to:
 - Itemized analysis of all test scores and adjustments to curriculum, as needed;
 - Thrice-yearly Parent Conferences to assess growth for students;

4. Teachers assess student work together in groups and compare the work to examples aligned with state standards. SDCCS commits itself to:
 - Four hours per week for teachers to plan and dialogue in a variety of grouping structures;
 - Use of the SDCCS Scope and Sequence as a "living document".

5. Resources are deployed based on what students need in order to meet grade-level state standards. Students who need more get more. SDCCS commits itself to the:
 - Targeted use of categorical funding to assist the most needy students;
 - Use of the Student Study Team (SST) process

6. 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. SDCCS will:
 - Create and implement Individual Teacher/Staff Professional Growth Plans monitored quarterly and based on the California Standards for the Teaching Profession (CSTP)
 - Provide in-service and training on a weekly 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 School are identified as follows:

- a. Following admission, evaluation with the parent of the student's strengths/weaknesses and learning styles/modalities
- b. Pre and post assessment to measure annual academic growth
- c. Progress of all students evaluated at thrice yearly parent conferences

- d. State testing followed by individual item analysis and review
- e. Localized Scope and Sequence based on State frameworks and standards
- f. Professional growth plans aligned with the California Standards for the Teaching Profession (CSTP) for all staff with quarterly monitoring
- g. Sufficient daily and weekly time for staff to cooperate on interdisciplinary and thematic lesson planning and class observations
- h. Annual fiscal and programmatic audits by/to the District

ELEMENT ONE: 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 School Educate

The San Diego Cooperative Charter School will educate student in grades kindergarten through eighth. SDCCS 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 Downtown residential areas to attend the School. The school will participate in outreach events to increase enrollment and develop a diverse student population.

The school is currently operating at capacity with approximately 360 children in kindergarten through eighth grades. Of the current student population, approximately 10% are African American, approximately 25% are Hispanic, and approximately 60% are White. The remaining balance of our student population is comprised of students who are Asian, Filipino Native American and Pacific Islander. Approximately 20% of the students receive free/reduced lunch.

1. (b) Description of Educational Program

The San Diego Cooperative Charter School educational program meets an educational need of for children and their families. SDCCS provides a challenging educational experience based on a constructivist model and delivered in a child and family centered environment. SDCCS based on the following elements of success:

- A vision, mission, and operational business plan that focus on student-driven learning;
- Academically rigorous, well-focused core-subject curricula;
- Effective and engaging instruction with commitment to match learners with learning styles;
- Structures such as teaching teams that increase and encourage collaboration among teachers;
- Professional development that puts skills into a context consistent with the overall school mission and restructuring efforts;

- Autonomy that allows the School to develop and implement a process of change tied to high standards;
- School size which contributes to a culture of trust and open communications;
- Parent and community involvement in and support for school programs and change efforts;
- Regular measurement 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 School will provide an education that allows each student to achieve high academic standards; develop and improve social skills by building self-confidence, a moral sense, and self-esteem; and succeed in an environment which promotes lifelong learning supported by the achievement of excellence. We recognize that children are going through the most critical times of their lives. 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 students and provide them with the necessary tools to succeed.

The San Diego Cooperative Charter School petition utilizes a curriculum based on the constructivist approach to education. Constructivist theory is based on the research of the well-accepted cognitive theorist Jean Piaget, philosopher and social theorist John Dewey, and developmental theorist Lev Vygotsky. Constructivists support the understanding that children want to learn and that each learner controls his/her own learning.

Students learn through their own involvement and action. A constructivist classroom is 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.

In a constructivist classroom, the teacher's role is to observe, note children's interests, to set the classroom environment accordingly, to ask sensitive questions, to encourage intellectual exploration, to experiment, and to provide needed resources. In practice, this results in a project-based curriculum built on student interests. This facilitates the kinds of interactions, explorations, and problem solving that result in knowledge construction and conceptual development. Students learn Language, Mathematics, and Science concepts through real-world activities. For example, *a constructivist approach to Science would emphasize "Transitions in Nature" as a lesson by securing fertile chicken eggs to incubate, work with the students to set up the incubator and develop student hypotheses as to which egg would hatch first. Older students would participate as a part of their "video communications" emphasis in Communication. The class would visit, via field trip, a seed store to understand what nutrients the hatchlings would need. Formal writing would accompany each activity. Records of costs, thermometer graphs and charts, and testing against the original hypotheses would continue through the observation and graphing processes. Students may be encouraged to "sell" the hatchlings as a way of understanding supply, demand, cost of production, and other business concepts.* Mathematics and reasoning would be emphasized. "Hands-on" methodologies appeal directly to the variety of learning styles and modalities present in the classroom. Grades K-8 will follow the constructivist curriculum sequence and will include the California framework and content standards using a

wide range of instructional resources and state-adopted curriculum materials. The curriculum emphasizes critical thinking, writing, and reading a wide selection of source materials in the following strands:

- Language arts (reading, grammar, writing), including foreign languages; the World language Program (Spanish for grade K-5; Spanish or French for grades 6-8)) will utilize texts and teacher resource materials similar to those used in World Language programs in San Diego Unified School District..
- American civilization (including African-American and Latino studies);
- World civilization;
- Geography (which is folded into the American and world civilization strands);
- Fine arts (music and visual arts);
- Mathematics;
- Life and physical sciences;
- Physical education.

The San Diego Cooperative Charter School commits itself to meeting all State academic standards applicable to Charter schools. SDCCS, as all public schools is accountable for students mastering the State grade level standards. SDCCS participates in the State accountability system or STAR testing as one means of measuring student progress toward mastery of the State standards.

In addition to instruction core curriculum areas, student in grade K-5 will participate in a rich instructional program that includes:

- Physical Education that meets or exceeds the state required minutes;
- World Language instruction for approximately 60 minutes per week;
- Fine Arts instruction for approximately 60 minutes per week;
- Music instruction for approximately 60 minutes per week;
- All teachers, in all subjects utilizing a violence prevention curriculum such as Second Step. (See appendix for sample.)

A sample schedule for K-5 students is shown below:

20 minutes—community homerooms/movement

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

30 minutes--Spanish instruction

80 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 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 that meets or exceeds the State required minutes;
- World Language instruction in either Spanish or French
- Arts Classes—students can select painting, drawing, sculpture, drama, music, guitar, or dance.
- Enrichment Workshops in either mathematics or literacy
- Remediation Workshops in either mathematics or literacy
- School-based community services courses
- Advisory—includes instruction in Second Step: A Violence Prevention curriculum developed by the Committee for Children

A sample schedule for middle school is included below.

	Period 1	Period 2	Lunch	Advisory	Period 3	Period 4
M & W	English	Social Studies	Students have the opportunity to participate in physical education activities during their break.	Students have same teacher for all 3 years of middle school	World Language	Dance
Tu. & F	Math	Science			P.E.	Art or Music
Thur.	Math or Literacy workshop	School-based Community Service			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	1	2	3	4	5	6	7	8
Reading	Scholastic Leveled Readers in sets of 6 Fiction and Nonfiction				Literature collections and literature circle collections in groups of 6				
Writing	Handwriting Without Tears Writing Workshop: First Steps				Writing Workshop: First Steps				
Literacy Assessments	CORE Assessment First Steps Writing Developmental Continuum, Resource Book and Parent Book for K First Steps Reading Development Continuum, Resource Book								
Math	Math Their Way Everyday Math	Everyday Math Math By All Means Math Solutions	Everyday Math Math Links AIMS	Everyday Math Math Links AIMS	Glencoe series Grade 6 Pre-Algebra Algebra				
Math Assessments	Included in above	Included in above	Included in above	Included in above	Included in above				
Social Studies	Trade books and instructional resources				History Alive		Trade books and instructional resources		
Science	Trade books and instructional resources				Science Links AIMS		Glencoe Series 6—Earth Science 7: Life Science 8: Physical Science		
World Languages	Trade books and instructional resources						Glencoe Spanish 1-2 Glencoe French 1-2		
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 School recognizes the individual needs of each student and provides a rigorous, 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 performance. Additional opportunities include small group instruction, supplemental coursework and homework.

Underachieving Students: The staff at San Diego Cooperative Charter School 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. Teachers use individualized and small group instruction such as guided reading to support students in meeting standards. Students' progress is monitored in an on-going manner in the classroom and is formally monitored three times a year through school wide assessments and goal setting 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 included as an item in the Appendix.

English Language Learners: The School will designate an ELL Coordinator who will oversee the ELL program and will be responsible for administering the 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 California English Language Development Test (CELDT) and staff will be assigned to core classes taught by staff members who are trained in Cross-Cultural Language Acquisition Design (CLAD). These teachers will support students in class using SDAIE strategies including, but not limited to a broad range of instructional materials suited to the language proficiency of the student, manipulative, visuals, and graphic organizers. In addition teachers will work with ELL students in small groups and in one-on-one settings when necessary. Teachers will monitor student growth in language acquisition using CELDT test results.

Special Education: San Diego Cooperative Charter 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 School 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 School 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 School 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 as well that access to the information highway for low-income families and for their school-age children are often limited. The School will

- Acquire appropriate software, hardware, and routing access to the information highway;
- Create a management plan that encourages daily access to computers;
- Develop course competencies in computer literacy;
- 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

The purpose of education today is to prepare people to lead productive lives, to enjoy their constitutional rights of "life, liberty, and the pursuit of happiness," and to experience the satisfaction of contributing to society.

An educated person in the coming millennium will be well-versed in the trends driven by the transition from a product-oriented society to that of an information society - one in which access, management, and application of large amounts of information for services-related productivity will be paramount. The educated person 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 problems of a social and personal nature. This person will also understand how to search for understanding and answers to life's challenges, and will do so with a keen eye towards the diverse constellation of culture, gender, and other influences.

Educated persons will have skills in application of knowledge so that they will be capable of making connections between history, constituencies, personal strengths and deficits to the present day in many contexts. In these contexts, the educated will be capable of collecting, analyzing, interpreting, elucidating, disseminating, and evaluating information. Yet, the educated person of tomorrow will find balance among the burgeoning society, science and technology, and the humanistic dimensions of life, seeking out an understanding of art, music, dance, physicality, and character development.

An educated person of the 21st Century will:

- Use self knowledge to identify learning goals and needs;
- Strategize his or her own learning;
- Reevaluate and re-strategize as needed;
- Meet needs through social skills and interpersonal knowledge;
- Be exposed to the diversity and richness of shared knowledge as found in the California content standards;
- Think critically and explore and respond to knowledge;
- Work in a collaborative manner.

1. (d) How learning best occurs

Constructivist classrooms utilize the 'learning cycle' as the basis for an inquiry approach which was developed as an outcome of the Science Curriculum Improvement Study (Trowbridge and Bybee 1990). The learning cycle format is based on Piaget's cognitive development principles. Using this format, a teacher can create a series of activities that are personally meaningful and that give students an opportunity to practice critical thinking skills. The students approach a teacher-created problematic situation by conceptualizing questions, constructing hypotheses, and reaching consensus on solutions. Mastery in all academic subject areas is emphasized. Further strategies,

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

- Using various techniques with the understanding that learning, whether linear or non-linear, occurs in many ways and must be matched to learning styles. A diversity of learners requires a diversity of instructional styles.
- Matching learning styles with teaching methods that most likely generate interest, enthusiasm, and success with each student. For example, visual learners will receive opportunities for visual learning experiences and an application of that learning to real life, present day situations;
- 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;
- Creating consistency between learning styles and instructional strategies and problem-based learning and other curriculum models for the multiple intelligences classroom; and
- Using instructional strategies such as tactile/ kinesthetic learning, clustering/ mind-mapping techniques, peer editing/ writing as process and interdisciplinary curriculum planning, to empower students in a responsible learning process. This will ensure that all styles of thinking and learning are nurtured;
- Involving parents in the learning process, both in the classroom and at home.

1. (e) The goals of our programs

- To provide all students with useful, practical knowledge and skills that will promote a lifelong curiosity and desire for learning in an ever-changing world;
- To teach and motivate young people to seek understanding of circumstances in their world and life experiences, and to apply this understanding to broader world contexts of career, service, family, and civic responsibility-;
- To help young people learn to independently reason, research, analyze, apply, elucidate, extrapolate for problem prevention/ solving and goal setting/ attainment,
- To provide a performance and user-driven culture of active learners, active problem solvers, and active inquirers,
- To measure student and staff performance regularly and to provide information for higher achievement,
- To reach out on an ongoing basis to the community, the parents of our students, and the students themselves for feedback, dialogue, and mutual effort to improve delivery of services.

ELEMENT TWO: 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 School is preparing students to be productive members of a democratic society of the 21st century. We believe that students at San Diego Cooperative Charter School should be able to do the following by the time he/she completes grade 8 at SDCCS:

1. Show measurable progress toward mastery (Proficient or above) of California state content standards in English language arts, mathematics, social studies/history and science.
2. Speak one language fluently and a second language conversationally.
3. Walk, run or use a wheelchair to complete a 1 mile run in 10 minutes.
4. Plan, initiate and complete a project in service to the school or greater community.
5. Express himself or herself through an artistic medium such as music, art, drama or dance.

Refining and Using Measurable Student Outcomes

By the end of the 2007-08 school year SDCCS will have each measurable outcome broken down into measurable benchmarks that can be used to monitor student progress toward the outcomes stated in this petition. 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: 47605 (B) (3)

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

Measuring Student Outcomes:

SDCCS 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 will comply with all state (API) and federal (AYP) assessment and accountability requirements applicable to charter school. SDCCS 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) Grades 2-8 as required by the state ○ State Writing Assessment (Grades 4 and 7)
Speak one language fluently and a second language conversationally.	<ul style="list-style-type: none"> ○ CELDT Test Scores ○ Standards-Based Report Cards grades K-5 ○ Report Card Grades (Grades 6-8) ○ Student demonstration and teacher records
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
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

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: 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 School 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 Charter (SDCCS).

The San Diego Cooperative Charter School 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". SDCCS agrees that the San Diego Unified School District shall not be liable for, and that SDCCS 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. SDCCS 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 SDCCS. The SDCCS 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.

SDCCS 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 provide a written copy of such measures to the District for approval no later than 30 days following the renewal of its petition. 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, 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.

A central tenet of the SDCCS is active parental involvement, both hands-on in the classroom and in advisory roles as well. Parents are involved at every level of management and operations. The School 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.

To effect parent participation, 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. Although this contract is not legally binding, and students cannot be removed from the school if parents do not fulfill its terms, the Parent Participation Contract clearly defines what is expected of parents. 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.

While parental participation is essential to the success of the SDCCS. 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. It is recognized that parental participation expectations can be fraught with challenges. The SDCCS community act sensitively and flexibly with regard to policies and procedures related to those expectations. If a parent cannot fulfill his or her obligations to the school, then a relative or community resource person is asked to volunteer. Parents receive a copy of the SDCCS Parent Handbook a copy of this book is provided as an item in the Appendix.

ELEMENT FIVE: 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 SDCCS Employees are included in the Appendixes.)

I Administrative Qualifications

The Administration at the San Diego Cooperative Charter School 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 SDCCS 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 SDCCS 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 School 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 Charter shall exhibit the following traits

- a) Is caring about the well-being of all students
- b) Supports the value of tolerance and embraces anti-bias educational practices
- c) Promotes multiculturalism and gender equity
- d) Is familiar with or willing to be trained in the school’s constructivist curriculum
- e) Demonstrates effectiveness in teaching a diverse population of students from different socio-economic backgrounds who possess a range of skills and learning styles
- f) Exhibits a willingness to take on the responsibility for the success of the school as a whole.

Certifications

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

Knowledge Of:

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

Professionalism

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

Methods and Practice

- q) Develops expertise in modifying the curriculum for English Language Learners (SDAIE Methodology);
- r) Effectively communicates with parents and to see parents as a resource
- s) Uses conflict resolution skills;
- t) Is patient, caring and possesses a sense of humor;
- u) Maintains an organized and orderly classroom
- v) Is capable of generating curiosity and mutual respect in children
- w) Is open to innovative and creative approaches that will motivate students to meet educational goals
- x) Possesses the ability to work with small and large classroom groups
- X) Subscribes to the concept 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 Charter. 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, 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.)

Enrollment Specialist

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

Technology Support

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.

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
- Other duties as assigned

ELEMENT SIX: 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 School 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. This training will be conducted by an authorized Health and Human Services employee trained to deliver this material to mandated reporters.

Contractors and consultants retained by the School will be under the direct supervision an SDCCS employee at all times. Contractors and consultants who have contact with children will work with students only while an SDCCS 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. A policy to address the drug-free workplace will be developed by the Board of Directors of the school and submitted to the District within 30 days of the renewal of this petition.

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.

SDCCS 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 School has developed further health, safety, and risk management guidelines in consultation with insurance carriers and risk management experts.

The San Diego Cooperative Charter School 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.

Any premises leased or purchased by the charter school for the operation of the school shall comply with all applicable zoning, building, fire and safety regulations. The charter school agrees any such lease will include premises liability insurance. The facility is located at 2850 Sixth Avenue San Diego, California and is within the boundaries of the San Diego Unified School District. The school has submitted a Prop 39 request and is requesting placement in the downtown San Diego area within the boundaries of San Diego City Schools.

ELEMENT SEVEN: 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 School must recruit students from a significantly wide range of ethnic, linguistic and racial populations.

Recruitment strategies include:

- 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 the 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 employment of a variety of outreach strategies, including written materials, community presentations, mailings, and press releases and public service announcements for broadcast media, to reach families who rely on varying sources for their information;
- 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: 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 applies:

- The parent/guardian must attend one school tour and 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 SDCCS 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.)

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. Existing Students
2. Students within the boundaries of San Diego Unified School District
3. Children of founding members of the charter school (not to exceed 10% of total enrollment)
4. Siblings of existing students
5. 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 President or Vice-President 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 Enrollment Specialist or Front Office receptionist either in writing, 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 School. 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 counterpart District schools.

ELEMENT NINE: 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 School 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 School 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 School is a condition for the continuance of the charter. The San Diego Cooperative Charter School 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. SDCCS 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, SDCCS 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 un-edited report for the full

prior 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.

School Site Rental or Site Purchase:

The San Diego Cooperative Charter School is located in leased premises in a renovated medical office building in the Balboa Park/Downtown area. The school has requested facilities under Prop 39 and is requesting a location in the downtown area.

Insurance and Safety Policy:

The San Diego Cooperative Charter School has purchased and maintained general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies.

The San Diego Cooperative Charter School 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 SDCCS. The SDCCS 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 SDCCS has compiled 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: 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 or expulsion 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 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 expulsion to declare in writing their request for an appeal that is to be submitted to the principal.
- The Expulsion Committee will convene and respond to the appeal within 15 business days. The Expulsion Committee will consider evidence and/or testimony, as it deems appropriate and will provide a written recommendation that shall be in the best interest of the students and the School. The Expulsion Committee recommendation will be forwarded to the Board of Directors for action. That decision 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 after suspension, the student will remain in suspension status until the expulsion hearing, and will participate in a home study or other alternative program.

The Expulsion Committee will be made up of the Principal, 2 teachers—the student's current teacher and one other full-time classroom teacher of the student's choice, 1 representative from the Positive School Culture Task Force and the school counselor. 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: 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.

Certificated personnel are enrolled in the CalSTRS program. The participants' re-tax contributions are deducted from each paycheck and are aggregated with SDCCS'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 School 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 School 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: 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 School is a school of choice. Students whose parents choose for them not to attend San Diego Cooperative Charter School. May attend other public schools within their home school district. Transportation for San Diego Cooperative Charter is the sole responsibility of the families who choose to attend SDCCS. San Diego Cooperative Charter will inform each parent or guardian that their child has not 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.

ELEMENT THIRTEEN: 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 Charter shall have any rights to return as granted by the District. San Diego Cooperative Charter 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 Charter will be considered the exclusive employees of San Diego Cooperative Charter and not SDUSD unless otherwise mutually agreed upon in writing.

Persons employed to work at the San Diego Cooperative Charter School 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 School. Employment is for services at San Diego Cooperative Charter School Only. In addition, all other conditions of employment, including wages and benefits, will be as specified in the employment contract with the employee."

Health and Welfare Benefits:

The charter school, not the District, will pay for health and welfare benefits for all eligible employees.

Salary:

Teachers and other employees are placed on the charter school salary schedule according to the responsibilities which they assume.. Revenues and expenditures are reviewed annually, and a recommendation is made to the Board for cost of living adjustments and incentive pay to remain competitive with the District. Teachers may move up within each teacher level based on performance. Career paths will be developed for teachers and teachers can apply to the Principal as positions become available for promotions to move up the salary schedule or for new positions.

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. 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 School receives class size reduction funds, it agrees to adhere to all state laws and regulations pertaining to the use of class size reduction funds.

Work Year/Day:

The work year for teachers will be specified in their employment contract; the work year will generally coincide with the District’s traditional calendar and the workdays will be 8 hours long.

Evaluation Procedure:

The Principal has the right to observe and evaluate staff. The Board of Directors Evaluates the Principal. The purpose of the performance appraisal system is to promote greater accountability through changes in professional practice that result in the continuous improvement of student achievement. (Copies of the Principal and Teacher Evaluation plans are included as Appendix items in this document.) limited to:

Teacher evaluations begin during the second year of full-time employment and are conducted every third year thereafter. The evaluation consists of two classroom observations and the completion of a professional growth project. The teacher evaluation process is based on the California Standards for the Teaching Profession. (The Teacher Evaluation plan is included as an item in the Appendix.)

Membership in the San Diego Teachers Association:

Teachers originally employed by the District to work District non-charter schools who elect to be assigned to the San Diego Cooperative Charter School may retain their membership in the San Diego Teachers Association if they wish, but will not be required to do so as condition for assignment to the San Diego Cooperative Charter School. Such membership, however, shall not make the teacher collective bargaining applicable to employment at the San Diego Cooperative Charter School.

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: 47605 (B) (14)

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

The San Diego Cooperative Charter School 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 SDCCS 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, SDCCS 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 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. The finding or recommendation of any arbiter shall be non-binding, unless the governing boards of the School and District jointly agree to bind themselves. Unless jointly agreed, the process involving the assistance of a third-party participant shall conclude within 30 business days of identifying the mutually agreed to third-party. The School and District shall share all mediation and/or arbitration costs and all other cost associated with dispute resolution equally.

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 the 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-School Closure

Should the Charter School cease operation the assets of the charter school shall be first prioritized towards paying any debts of the charter school including any overpayment or over apportionment of state funding, and any and all fees or sums due to the district. All other assets will be distributed in accordance with laws and regulations that govern the dissolution of non-profit public benefit corporations. The charter will comply with all portion of EC48605(b)(5)(P), including the requirement that there shall be a "final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records". Further, the school will notify parents, students, the California Department of Education, districts affected by the closure, and the San Diego County Office of Education. A copy of student records will be given to parents or guardians and the original student records will be returned to the district. District property that is transferred to the charter school together with the District-owned facilities remains District property, is not an asset of the charter school, and must be returned to the District when the school closes. The final audit and all procedures for school closure as described in this petition will be completed within 6 months from the date of school closure. The date of school closure is defined as the last day of student attendance.

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 renewal term of this charter shall begin on the date that the District's Board of Education approves the charter petition and shall be for a period of five successive school years ending on April 1, 2012.

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 School 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 School 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 SDCCS or SDCCS employees for injury to property or persons, occurring or allegedly occurring in, on or about the school from conduct committed by SDCCS or by its employees, officers, directors, subcontractors, agents and by District employees while assigned to and under the supervision of SDCCS during the term of this charter or any renewal thereof.

5.) Access To Records

SDCCS 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. SDCCS 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 School will comply with all requirements of section 47604.3 regarding access to records. SDCCS 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

SDCCS purchases 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. SDCCS will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts.

The School carries General Liability and Auto Liability in the amount of at least \$2,000,000 per occurrence, \$3,000,000 aggregate, naming the District as an additional insured, and Worker's Compensation insurance within statutory limits. As an alternative, the School may purchase and maintain insurance with limits and coverage as deemed mutually acceptable to the District's risk manager and the School.

7.) Health/Facility Issues

SDCCS, 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.

SDCCS provides food services for the students attending SDCCS 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.

The District agrees to forward the School's full share of local aid to the School's account at the Country Treasurer each month when due and to send separate notice to the School of each deposit amount without delay.

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

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 SDCCS on the District.

b.) Administrative 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. 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 agrees to forward the School's full share of local aid to the School's account at the Country Treasurer each month when due and to send separate notice to the School of each deposit amount without delay.

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

c.) Facilities

The charter school has requested facilities under Prop 39 and has requested to be located in the downtown region of the City of San Diego. 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 School 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 School 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.

The School will purchase General Liability and Auto Liability in the amount of at least \$2,000,000 per occurrence, \$5,000,000 aggregate, naming the District as an additional insured, and Worker's Compensation insurance within statutory limits. As an alternative, the School may purchase and maintain insurance with limits and coverage as deemed mutually acceptable to the District's risk manager and the School.