

San Diego Cooperative Charter

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	San Diego Cooperative Charter
Street	7260 Linda Vista Rd.
City, State, Zip	San Diego, CA 92111-6128
Phone Number	(858) 496-1613
Principal	Kathy Osterhout
Email Address	principal@sdccs.org
School Website	sdccs.org
County-District-School (CDS) Code	37683386119168

2021-22 District Contact Information

District Name	San Diego Cooperative Charter School
Phone Number	(858) 496-1613
Superintendent	Sarah Saluta
Email Address	sarah@sdccs.org
District Website Address	www.sdccs.org

2021-22 School Overview

San Diego Cooperative Charter School (SDCCS) is located in the Linda Vista neighborhood in San Diego. We have completed the construction of a beautiful new building on our campus in Linda Vista that will support our hands-on progressive pedagogy. The total school enrollment at Linda Vista is approximately 440 students this year about twenty students less than previous years.

Learning takes place in grades TK–8, and students come from all parts of San Diego County to attend our school. We have dedicated and highly qualified teaching staff and maintain small class sizes at all grades.

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 as well as strategies for differentiation inform instruction in all classes. Service learning and environmental stewardship are integrated

2021-22 School Overview

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 and critical thinking in 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. The teaching staff believes in educating the whole child and the constructivist pedagogy encourages students to make solid connections in their learning. This program supports building a well-rounded education and offers Dance, Music, PE, Science Lab class, and Art. The Staff provides each child with equal opportunities to achieve an exceptional education.

The mission, educational structure, and differentiated approach of SDCCS' instructional program are crafted to meet the needs of all students. SDCCS' staff strongly believe that all students can succeed and that learning should be collaborative and beyond the four walls of the classroom. SDCCS believes in keeping collaboration, immersion, experience, empathy, and critical thinking at the heart of educating the whole child.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	35
Grade 1	33
Grade 2	43
Grade 3	39
Grade 4	49
Grade 5	47
Grade 6	40
Grade 7	53
Grade 8	51
Total Enrollment	390

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.4
Male	54.6
American Indian or Alaska Native	0.3
Asian	4.6
Black or African American	1.5
Filipino	1.3
Hispanic or Latino	30.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	11.8
White	47.4
English Learners	11.3
Homeless	1
Socioeconomically Disadvantaged	29.2
Students with Disabilities	22.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

San Diego Cooperative Charter School is a constructivist, progressive, developmental school that teaches the Common Core Curriculum in all classrooms. The school adopted the Illustrative mathematics curriculum. The curriculum is open-source, however, the school supplemented the web-based curriculum with workbooks from Kendall-Hunt and an online platform Learnzillion to support student learning.

Teachers create curriculum that is appropriate and motivating for the group of students present in the class. The school teaches early literacy using Orton Gillingham. Orton Gillingham is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling.

Teachers have access to supporting tools such as Newsela, Lexia Learning, and Mystery Science.

Social Emotional Curriculum is taught school-wide with a variety of curriculum including but not limited to Second Step, Mind Up, and Zones of Regulation. The school teachers work together to improve teaching practice and meet the needs of all students through Universal Design Learning and best practices revolve around writers workshop, readers workshop, and a focus on math discourse and Mindset.

Year and month in which the data were collected

September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Writers Workshop, Readers Workshop, Teacher's College, Lucy Calkins Units of Study, Nancy Atwell - In The Middle, Ralph Fletcher - Writers Workshop, The Essential Guide, Craft Lessons, Nonfiction Craft, Words Their Way, Nancy Atwell - The Reading Zone, Lessons That Change Writers Orton Gillingham Reading Instruction	Yes	0
Mathematics	Illustrative Mathematics Jo Boaler - What's Math Got To Do With It? (she is a math Goddess!) John Van de Walle - Elementary and Middle school Math, Teaching Student Centered Math Marilyn Burns - About Teaching Math Math Solutions - Supplemental Units to support grade - specific units of study Marcy Cook . Sullivan and Lilburn Kathy Richardson Using The Five Practices in Mathematic Teaching	Yes	0
Science	Mystery Science	Yes	0
History-Social Science		Yes	0
Foreign Language		Yes	0
Health	Second Step	Yes	0
Visual and Performing Arts		Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

SDCCS has completed two of four phases of a construction project. We have a brand new facility that houses 16 of our 19 classrooms, a brand new science lab, and a two-level media center. The additional phases will support our music, dance, and art programs as well as our transitional kindergarten and kindergarten classrooms.

The school is committed to ensuring safety and security on campus and that means making sure that both the new and old sections of the campus are in good repair and all systems are inspected.

Year and month of the most recent FIT report

05/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	280	269	96.07	3.93	52.79
Female	124	119	95.97	4.03	54.62
Male	156	150	96.15	3.85	51.33
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100	0	46.15
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	102	99.03	0.97	39.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	38	34	89.47	10.53	61.76
White	122	116	95.08	4.92	62.07
English Learners	36	35	97.22	2.78	20
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	52	92.86	7.14	36.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	76	96.2	3.8	40.79

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	280	269	96.07	3.93	39.41
Female	124	118	95.16	4.84	35.59
Male	156	151	96.79	3.21	42.38
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	69.23
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	103	100.00	0.00	24.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	38	34	89.47	10.53	41.18
White	122	115	94.26	5.74	49.57
English Learners	36	36	100.00	0.00	22.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	51	91.07	8.93	13.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	76	96.20	3.80	26.32

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	97	NT	NT	NT	NT
Female	41	NT	NT		
Male	56	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	32	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	50	NT	NT	NT	NT
English Learners	11	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents and family members are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school, including governance committees, special events, fundraising events, parent organizations, in classrooms, at the board level, and special events. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

As a parent cooperative, San Diego Cooperative Charter School invites parents to participate with meaningful engagement in the school. A deep commitment to the education of children and modeling of service comes in the form of volunteer opportunities in classrooms and throughout the school community. Volunteer coordinators ensure every family has the opportunity to serve and engage in a meaningful educational community.

To learn about the many volunteer opportunities, parents attend our annual orientation, held each August, and can contact the room parent in their child's classroom. Parent trainings are available at various opportunities throughout the school year where parents are informed of opportunities for engagement. Community coffees are also available every month where the community can meet, ask questions, and enjoy a warm cup of coffee together. This engagement is not simply about service but rather being a part of the community that educates your child, being a valuable partner in the educational journey.

The school has engaged parents and families and invites participation in Board Meetings, PSA Meetings, and Question and Answer sessions with the school leadership team. The school sends out frequent newsletters to keep families apprised of the learning community, how to help their students at home, and other helpful information.

If you want to get involved, please contact the volunteer coordinator at volunteer@sdccs.org for specific details on volunteer opportunities.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	417	412	21	5.1
Female	190	188	12	6.4
Male	227	224	9	4.0
American Indian or Alaska Native	1	1	0	0.0
Asian	18	18	0	0.0
Black or African American	6	6	0	0.0
Filipino	7	7	4	57.1
Hispanic or Latino	131	128	11	8.6
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	50	50	1	2.0
White	191	190	4	2.1
English Learners	51	51	5	9.8
Foster Youth	1	1	0	0.0
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	145	144	10	6.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	98	98	6	6.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.91	0.00	3.65	0.06	3.47	0.20
Expulsions	0.00	0.00	0.08	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.88	2.24	2.45
Expulsions	0.00	0.04	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.0	0.0
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.0	0.0

2021-22 School Safety Plan

Campus safety is the school's top priority. Principals, teachers, support staff, and community organizations work together to prevent, prepare, and respond to the overall health and wellbeing of our students. Both the staff and students are trained in how to respond to emergency situations. To ensure safety and security, the school has a state-mandated individual emergency response plan that is updated annually we have also gone the extra effort to meet with District safety specialists to ensure proper procedures in emergency situations. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention and health programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, staff supports schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Access to the campus is regulated by entry through the office during regular school hours. All visitors and volunteers are required to check-in and wear a visitor badge when on campus. Principals are available to answer questions and address safety issues by contacting the office or via email.

The school has created a pandemic plan that can apply to COVID-19 that highlights procedures and guidance for a safe reopening, and an OSHA Prevention Plan for risk reduction.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	2	
1				
2	23		7	
3	25		2	
4	25		5	
5	25		2	
6	17	4	7	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	2	
1	25		2	
2	24		2	
3	23		2	
4	26		1	
5	25		6	
6	11	32	4	
Other	18	6	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	3		
1	25	1		1
2	22		2	
3	20	2		
4	25		2	
5	24		2	
6	17	9	1	1

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	203

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,286	\$913	\$8,373	\$60,489
District	N/A	N/A	\$8,714	\$86,877
Percent Difference - School Site and District	N/A	N/A	-4.0	-35.8
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-0.8	-33.3

2020-21 Types of Services Funded

The school's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations

The school receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, and guidelines of outside funding sources. San Diego Cooperative charter school also uses the school general funds to support music, dance, physical education, and art instruction for all students in grades K–8.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,792	\$50,897
Mid-Range Teacher Salary	\$74,140	\$78,461
Highest Teacher Salary	\$100,772	\$104,322
Average Principal Salary (Elementary)	\$139,968	\$131,863
Average Principal Salary (Middle)	\$143,902	\$137,086
Average Principal Salary (High)	\$154,753	\$151,143
Superintendent Salary	\$290,907	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

San Diego Cooperative Charter Schools view staff learning as a priority. Our teachers work in cooperative teams, as a whole group, and cooperatively to increase learning in academics and social-emotional education. Professional development is a top priority and training is available to Teachers, Instructional Assistants, Administrators, and Special Education Case Managers.

The staff and administrators work together to create a school-wide focus each year for professional development as well as determine areas of individual need. Throughout the year, teachers participate in school-based professional learning to encourage best practices and shared problem-solving. Teachers are provided with time on early release days where teachers can collaborate, learn together and problem solve. In addition, the staff is released for professional development to attend conferences, observe other teachers and collaborate with specialists outside of our community. Teachers are supported in a variety of ways at SDCCS. Each team has a Lead Teacher that supports planning, day-to-day questions, and coaching. This position allows easy access to those who have the most experience teaching and at the school. The administration works closely with teachers to problem solve, support, and encourage ongoing growth and education.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8