

The San Diego Cooperative Charter School



THE CoOP SCHOOLS

SAN DIEGO

EST. 2002

Material Revision to SDUSD Submitted on
2/13/2019

Table of Contents

Executive Summary

Assurances

Element 1	Description of Educational Program.....	Page 11
Element 2	Measurable Student Outcomes.....	Page 25
Element 3	Method for Measuring Progress.....	Page 35
Element 4	Governance.....	Page 39
Element 5	Employee Qualifications.....	Page 42
Element 6	Health & Safety.....	Page 51
Element 7	Achieving Racial & Ethnic Balance.....	Page 54
Element 8	Admissions requirements.....	Page 55
Element 9	Annual Financial Audit.....	Page 58
Element 10	Suspension & Expulsion Policies.....	Page 60
Element 11	Employee Retirement Benefits.....	Page 62
Element 12	Attendance Alternatives.....	Page 63
Element 13	Return Rights of Employees.....	Page 63
Element 14	Dispute Resolution Procedures.....	Page 64
Element 15	School Closure.....	Page 65

Appendix:

- Multi Year Budget
- Cash Flow
- Articles of Incorporation
- Statement of Information
- Active Status of Non-Profit
- Bylaws
- Conflict of Interest Policy
- Complaint Policy/Grievance Policy
- Board Roster
- LCAP with Annual Update
- 8th Grade Portfolio Essay Sample
- Parent Handbook
- SDCCS Organizational Chart
- WASC Accreditation

November 9, 2018

Dear Trustees of the San Diego Unified School District,

Please accept this proposed material revision to San Diego Cooperative Charter School's ("SDCCS") charter. Pursuant to Education Code Section 47607, a charter school is authorized to make material revisions to the provisions of a charter petition only with the approval of the authority that granted the charter. Material revisions are governed by the standards and criteria in Education Code Section 47605 and are required to include a reasonably comprehensive description of any new requirements of charter schools enacted into law after the charter was last renewed.

The primary revisions to the SDCCS charter proposed in this material revision are:

- 1- Changes to the name of the Charter School to reflect the recent organizational change consolidating the two schools of SDCCS into a single charter school with a single CDS Code;
- 2- Changes in admissions policies and procedures; and
- 3- Changes in law since the last renewal of the charter.

All revisions are shown in redline throughout this document. Please note, consistent with legal requirements, appendices to the Charter have not been amended and, hence, are not included in this document.

If there are any questions, I am available to discuss.

Sincerely,

Tom Pellegrino
Executive Director
San Diego Cooperative Charter Schools

Dear Trustees of the San Diego Unified School District,

It is with great pride that that San Diego Cooperative Charter School - Linda Vista submits this charter renewal on behalf of our students, families, staff and Board of Directors. We have been honored to work so closely with San Diego Unified School District as our authorizer and feel proud of the quality education we have been providing for fourteen years. Our educational product today is only possible because of the work our founders did 17 years ago and the continued spirit of cooperation between SDUSD and SDCCS.

This renewal process has been fantastic for our organization and affirming that we are providing a wonderfully unique education option for families that choose our school. In this renewal you will see that we have stayed true to our mission and that we are constantly reflecting on what we consider to be the best education possible for all students. As a part of this reflection we have seen that our efforts to educate the whole child, taking into account social emotional learning, arts, academic and movement, has created smart, well rounded, happy, empathetic students.

We are grateful that you are taking the time to read our charter renewal and proud to provide evidence that the students at San Diego Cooperative Charter School - Linda Vista are receiving a quality education. This renewal will highlight our highly educated staff who are responsive and dedicated. It will also illustrate that we provide programs that meet and exceed expectations set forth by the charter by looking at a variety of different data points. We have chosen to highlight the following successes in this summary.

1. We have cultivated a community of empathic students
2. Our students' MAP academic growth
3. Teacher-parent relationships to support each child's mental, emotional, and physical development.
4. Fiscal and program stability

Empathy First. The community of empathy begins with helping each child develop the best version of themselves. The climate on campus is supportive, constructive, and authentic. Our students' kindness, acceptance of others, and support of one another is evidenced by visiting during class time or during lunch or recess. Students have the same problems, but work them out differently. The need for 1 suspension in the last 3 years at our middle school speaks to the fact that students are empowered to solve problems in an authentic and personal manner. We were awarded the coveted Ashoka Changemaker status in 2014, the first K-8 in Southern CA.

Deep, Developmental Learning. As a group, our 7th and 8th grade students grew at amazing rates ranking in the 90th, 99th, 99th and 99th school conditional growth percentiles in NWEA's MAP 2015-2016 Spring assessments. (In Reading and Mathematics)

Parents Make Us Better. Since our inception, parents have worked with us as true partners in education. Parents improve the adult to student ratio allowing students to have one on one and small group attention with the classroom teacher on a regular basis. Parents

logged 21,210 volunteer hours in the 2015-16 school year in a school with 18 classrooms and 454 students.

Sound Fiscal and Program Oversight. The SDCCS Board, leaders and the business office have navigated one of the most difficult financial crisis in CA's history reserves and protecting diverse and important student programs. We provide art, dance, physical education, and music instructional opportunities to all students. We currently staff full time teacher specialists in art, music, and PE. Lastly, our financial operations meet and exceed standards according to our annual district charter school review and audits.

This renewal petition will highlight our efforts to teach all children.

Cultivating empathic and inspired learners:

A journey of exploration from the dirt to the digital...

From our early roots in Balboa Park to today we have had nature at the heart of our programs. Students have experienced life cycles, nurturing, patience, observation, perseverance and exploration through their connectedness to nature. Our child centered, developmental approach has kids experimenting in our garden, experiencing a flipped classroom, computer automated design with 3D printers to solve real world problems and everything in between. Our students are provided with a variety of different approaches to learning. It is amazing how the same principles, taught in the garden can apply to lessons that taught in a digital medium. Our belief in our constructivist pedagogy keeps connectedness at the heart of what we do. Constructivists believe that students need to be active, engaged, and interested in their learning.

Our greatest goal is to continue to serve families and educate students while partnering with San Diego Unified. The renewal process is one that has allowed us to highlight our strengths and continue to monitor and improve our programs. We greatly look forward to hearing your feedback so that we can continue to improve our programs but most, we look forward to our continued work together.

If our staff can assist in anyway during the renewal process, please do not hesitate to contact us. We look forward to your feedback.

Respectfully Submitted,

Tom Pellegrino
Executive Director of San Diego Cooperative Charter Schools

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, **Tom Pellegrino**, hereby certify that the information submitted in this renewal petition for a California public charter school named **Theresa Hessling Charter School Project dba San Diego Cooperative Charter School (referred to herein as “SDCCS” and “Charter School”)**, and located within the boundaries of the **San Diego Unified School District** is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, agree that the Charter School will follow any and all federal, state, and local laws and regulations that apply to the **San Diego Cooperative Charter School** including but not limited to:

:

§ Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

§ The Theresa Hessling Charter School Project declares that it shall be deemed the exclusive public school employer of the employees of the **San Diego Cooperative Charter School** for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]

§ Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

§ Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

§ Shall admit all students who wish to attend the **San Diego Cooperative Charter School** and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A)-(C)]

§ Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

§ Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

§ Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

§ Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

§ Shall at all times maintain all necessary and appropriate insurance coverage.

§ Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

§ If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]

§ The **San Diego Cooperative Charter School** may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

o The **San Diego Cooperative Charter School** shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

o The **San Diego Cooperative Charter School** shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.

o The **San Diego Cooperative Charter School** shall comply with any jurisdictional limitations to locations of its facilities.

o The **San Diego Cooperative Charter School** shall comply with all laws establishing the minimum and maximum age for public school enrollment.

o The **San Diego Cooperative Charter School** shall comply with all applicable portions of the Every Student Succeeds Act (ESSA).

o The **San Diego Cooperative Charter School** shall comply with the Public Records Act.

o The **San Diego Cooperative Charter School** shall comply with the Family Educational Rights and Privacy Act.

o The **San Diego Cooperative Charter School** shall comply with the Ralph M. Brown Act.

o The **San Diego Cooperative Charter School** shall meet or exceed the legally required minimum of school days.

Tom Pellegrino, Lead Petitioner

January 10, 2017
Date

Introduction

“SDCCS is a unique school that encourages its students to thrive in all aspects of their lives. It is a school that celebrates diversity and personal growth while arts and academics are treated equally. During my three years attending SDCCS, I was able to evolve into my true self with the tremendous support of the staff and community at the school. Also during my years there, I was able to improve in academics and socially. I entered the school in 2009 as a shy girl who couldn't look anyone in the eye. By the time I was promoted to high school, I had become a strong young man who was able to fight for his rights and stand up for himself. Had I not been in such a supportive environment, things could have easily gone dramatically differently, and my life would not be as great as it is today. Staff members also worked with me one-on-one to help improve my skills in creative writing and visual arts, and that is what helped me get accepted into a creative and performing arts high school. ***This is a school that makes time for every student.*** The staff went out of their way to help ensure my rights as a transgender student would be upheld after I left the school. SDCCS is more than an average learning environment, it's a home to many families. The SDCCS community went above and beyond for me and I am eternally grateful for that. This school has greatly impacted my life and the lives of countless others.”

--Micah Ruiz, Eighth Grade Class of 2012

Simon Sinek wrote in *Start With Why*, “It’s not just WHAT or HOW you do things that matters; what matters more is that WHAT and HOW you do things is consistent with your WHY.”

What follows in this charter petition outlines what we do and how we do it. Our Why, however, is embodied in the opening quote from alumnus Micah Ruiz. All schools seek to educate; that is--or should be--a given.

At San Diego Cooperative Charter School, our Why is rooted in our belief in the potential of every human being and our responsibility to be fierce advocates for all kids to find and follow their own Why.

It is for Micah, who needed support as he embraced his identity;

It is for James, who was on his way to Harvard on his quest to change the world;

It is for Michael; whose love of engineering paper airplanes helps him get through each day;

It is for Heidi, who has transformed from a nonverbal, closed-off-from-the-world Kindergartener to a verbal, roller-derby-ing explorer of her world;

It is for Clara, who volunteers at the Rotary club;

It is for Selina, for whom coming to school every day is an act of courage because of anxiety;

It is for Ashley, who works relentlessly to create a better life for herself and her family;

It is for Marcella, who shyly draws her world and tries to hide her light;

It is for Jack, for whom nothing has come easily, but who has more grit and determination to transcend his challenges than most of us will ever have;

It is for Denny, who is obsessed with Peter Pan and adored by everyone;

It is for Anthony, who struggles with reading and hides in humor;

It is for Lillia, who now attends UCLA on her mission of social justice;

It is for Janice, who was on her way to becoming a first generation college student and applicant to the FBI;

It is for Daniel, who was afraid to try because he was sure he couldn't.

It is for all our students, past, present, and future, who need support to flourish academically, socially, and emotionally on the journey to who they want to become.

This is our Why. This is SDCCS.

In 2002, San Diego Cooperative Charter School began providing students with an outstanding education ignited by parents who were searching for an elementary and middle school that encouraged parent participation in the classroom, included deep learning in all subjects honoring art, music, and movement (physical education), and where social-emotional learning was a central tenet. With teachers, parents and students working in unison, SDCCS became a success measured by student growth, parent interest, and student engagement & retention. In 2013, San Diego Cooperative Schools opened another location and the original school became known as San Diego Cooperative Charter School - Linda Vista (SDCCS - LV). SDCCS - LV serves 458 children in grades transitional kindergarten through eighth grade, and is a vibrant community of students, teachers, staff, and families. Our students flourish in an environment where there is a high level of family engagement, and we continually work to foster this community spirit. We are proud to be an Ashoka Changemaker School, and of our accreditation from Western Association of Schools and Colleges (WASC).

Students enrolled at SDCCS - LV reside in many parts of San Diego County, with a preference given to those in the San Diego Unified School District boundaries. We are proud to serve students from neighborhoods throughout the county, and have seen our population from the Linda Vista Community rise to nearly 30%. The school is located on a district property at 7260 Linda Vista Road, San Diego, CA, 92111. We were approved for a \$28 million reconstruction through Prop Z and are currently in Phase 1 (planning and permitting) of a planned four-phase project. We are excited to be working with San Diego Unified School District and the Linda Vista community through this project.

The San Diego Cooperative Charter School's second campus is known as SDCCS – Mountain View or SDCCS – MV. This campus operated with a separate CDS code for 5 years and students were consolidated into the SDCCS- LV CDS code on July 1, 2018. The SDCCS- MV campus continues to serve Transitional Kinder thru 8th grade students in two locations in the Mountain View community co-located on district property with Emerson Bandini Elementary School. The addresses of the SDCCS- MV campuses are 3550 Logan Ave, San Diego CA 92113 and 3510 Newton Ave San Diego CA 92113.

SDCCS is a school with three campuses built on the foundation of providing a progressive, developmental, child-centered, and constructivist education. In a constructivist classroom, the teacher's role is to observe, note children's interests, to ask probing questions, to encourage intellectual exploration, to experiment, and to provide needed resources in a warm and welcoming classroom environment. In practice this results in a project-based curriculum built on student interests and student needs. This facilitates the kinds of interactions, explorations, and problem solving that result in knowledge construction and conceptual development. Students learn Language Arts, Mathematics, and Science concepts through real-world activities.

SDCCS believes in fostering growth in the whole child, providing a multi-dimensional education to develop each child academically, socially, emotionally, physically, artistically, and culturally. In addition to an academically rich environment, students enrolled at SDCCS attend art, music,

PE, and dance classes weekly. There are two full-time counselors to provide social-emotional education and support. In Middle School, students have a diverse selection of elective classes to choose from, including Spanish, Integrated Math One, sewing, 3D Art and Multimedia Art, Spanish 1 & 2, Book Club, Ballroom Dancing, PE, and other choices that foster teamwork and creativity.

In a developmentally based, child centered classroom, educators understand that students progress at different rates and respond to varying instructional strategies and tools. Educators at SDCCS recognize and plan for every learning style and provide an environment for each learner to progress. Lessons are differentiated to meet each child's needs, whether the students need additional supports or deeper dives into content to inspire continuous educational growth. Teachers, parents, and students collaborate in Goal Setting Conferences to set individual goals for every child. SDCCS fosters an environment where students and their families are vested partners in the child's education and growth.

Parent involvement is a cornerstone of SDCCS. The parents and families are highly engaged in a variety of volunteer and educational opportunities. Parents are welcomed and encouraged to be co-educators in our classrooms, as well as a multitude of other volunteer opportunities. Teachers and staff also provide educational opportunities for parents, and our dynamic PSA organizes community building events. The community spirit of SDCCS is most evident at our 4 "Project Nights" each year, including Humanities Night, STEM Night, PE Night, and Art Night. Student work is displayed in each classroom, as well as hands-on activities for students to share their learning. Families come together in a festive atmosphere to celebrate student-learning and gather as a community.

This collaborative spirit of SDCCS extends beyond the school's learning community. SDCCS currently has a strong working relationship with University of San Diego, as another Ashoka Changemaker school located in Linda Vista. We have an ongoing partnership with UCSD for their Artsbridge program and host 5-10 college students on campus each year. The Associated Student Body (ASB) has collaborated with students from Mesa College to build a Free Little Library, they have participated in food drives, as well as community service projects to benefit local outreach organizations. The goal in ASB is to work within the community to build relationships. It is part of the plan to continue to work and build relationships with in the Linda Vista community.

SDCCS graduates filter into high schools throughout San Diego. Graduates find success in a diverse range of high schools, from charter schools to the International Baccalaureate programs at San Diego High School and Point Loma High School. SDCCS students are well-prepared to meet the demands of rigorous high school expectations, and flourish by utilizing the critical thinking and creative problem-solving skills they acquired at SDCCS. These students are well equipped for academic challenges as well as being self-aware young people who have learned self advocacy, and self management.

SDCCS is a thriving community of students and the adults who support them. The school is a well-established learning institution with over 14 years in operation. The staff and administration believe in continuous growth of students, and of the educators who teach them;

we are always preparing for the future, while keeping our Mission and Vision at the center of our work.

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 into the curriculum in order to promote a strong social ethic in our student population. At San Diego Cooperative Charter School 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.

ELEMENT ONE: Measurement of Student Outcomes

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

SDCCS is committed to an educational philosophy that meets the needs of all learners and their families. The Founders made the commitment in 2000 to be the best progressive, developmental

and child centered community that we can be. In this charter renewal SDCCS recommits to those goals, to the stakeholders, to continue to serve families and to educate with the mission as the guide. SDCCS's educational program and pupil outcomes align with the statewide standards and expectations as required by the Charter Schools Act. A commitment to progressive education means that the staff continue to innovate, to use and to pioneer promising practices to support the development of the whole child.

Plan to Educate

A responsive and strong academic environment improves student learning, interpersonal communication and critical thinking skills. SDCCS provides each child with fair and equal educational opportunities. The structure of the school provides learning environments that meet the needs of a diverse population. The constructivist pedagogy allows for students to build a strong foundation in learning and make solid connections to the world around them.

A strong K-8 social emotional program gives the students the skills to work with one another and to collaborate in problem solving or small group work. Staff works with both students and adults on social emotional education and development. SDCCS has been recognized by the Ashoka Network and was invited to become an Ashoka Changemaker school because of our Empathy Initiative. The SDCCS community strongly believes in teaching the skills that are needed to navigate through life in a proactive way. These teachings have greatly supported academic programs as children develop the skills to problem solve peacefully and intentionally.

SDCCS program is based on the following elements of success:

- A vision and mission that focus on student-driven learning;
- A constructivist, developmental pedagogy that incorporates arts and movement in an effort to develop the whole child
- Academically rigorous, Curricula based on Common Core Standards;
- Effective and engaging instruction with commitment to providing learning experiences to match student learning styles and needs;
- Structures such as teaching teams to increase and encourage collaboration and learning among staff;
- Professional development that puts skills into a context consistent with the overall school mission;
- Autonomy that allows the Charter 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.

SDCCS provides an education that allows each student to achieve high academic standards; develop and improve social skills by building self-confidence, self-esteem; empathic views of the world and exceeds in all learning environments beyond our K-8 program.

SDCCS recognizes 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. SDCCS meets the educational needs of students and provide them with the necessary tools to succeed in their future endeavors. Staff utilizes a curriculum based on the constructivist approach to education. Constructivist theory is based on the research of the well-regarded, 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 each learner controls his/her own learning. Students learn through involvement and action in the learning process. A constructivist classroom is designed to stimulate a quest for knowledge through active inquiry. The active approach to learning becomes a habit that continues throughout the students' lives.

SDCCS uses Common Core standards to guide our instruction. It is the teacher's role to evaluate the needs and interests of the students in responsive classrooms and integrate the curriculum in meaningful ways to promote higher meaning. Through Universal Design lesson planning SDCCS Staff provides multiple entry points and supports for all learners. Project - based learning is an essential part of the school's philosophy and a prime component in the student culture. In different ways, multiple times a year, every grade practices the steps of planning, researching, preparing and completing a project that interprets, synthesizes and shares student learning and understandings. Teachers are very supportive in providing audiences for class museums, wonder fests, theme projects, etc. Because all students take turns on both sides of presentations like these, students really enjoy learning from and teaching others across grade levels.

The following teaching practices support SDCCS's efforts to maintain developmentally based, child-centered learning and allows for a differentiated approach meeting the needs of all students.

- Integrated Thematic Instruction
- Readers Workshop
- Writers Workshop
- Math / Literacy Centers
- Hands on Science Experiences
- Interactive Simulations
- Project and Problem Based Inquiry

SDCCS teaches students, not standards and holds children at the center of educational practices. Curriculum is designed specifically to meet the needs of the students.

Some resources SDCCS teachers use often are listed below. We actively engage and teach staff about the most valuable practices in education.

Reading:

Nancy Atwell - The Reading Zone

Words Their Way

Fontas and Pinnell - Guiding Readers and Writers, Guided Reading

Writing:

Lucy Calkins Units of Study

Nancy Atwell - In The Middle

Ralph Fletcher - Writers Workshop, The Essential Guide, Craft Lessons, Nonfiction Craft Lessons, Writer's Notebook

Stephanie Harvey - Nonfiction Matters, Strategies That Work

Math:

Jo Boaler - What's Math Got To Do With It?

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 - She has a ton of stuff, all great. Her tiles are good for learning centers.

Sullivan and Lilburn - Good Questions for Math Teaching

Kathy Richardson

The school's differentiated approach takes into consideration the differences in abilities, development, language and learning styles of our students. Thoughtful lesson design supports the needs of all students including English language learners, students who are accelerated and students who need additional scaffolding or accommodations to successfully access the curriculum. The needs of students with disabilities are met through special education services and an Individualized Education Plan (IEP) as well as well crafted Universal Design lesson plans that thoughtfully reach all learners.

Classrooms at SDCCS are arranged in a highly intentional multiage configuration. This supports both students and families in having strong relationships with their teachers and fewer transitions for families. TK- K is grouped together in the Kindergarten program, 1st - 2nd grades are grouped together in the Primary Multiage program, 3rd - 4th graders are together in our Elementary Multiage program. Bridging, (5th grade) stands alone and work to transition into middle school. Middle school math is set up by grade levels, however, the middle school humanities is set up as a 6th, 7th and 8th grade multiage configuration. Fluid and flexible grouping, Universal Design lesson planning and differentiation allows us to meet the diverse needs of all of our learners.

SDCCS has committed to educating kids in a variety of ways. The entire site has recently upgraded technology and the staff continues to learn about strategies that support student learning and increase access to curriculum through technology. Equal access to education through technology establishes high standards for all learners.

Addressing All Student Needs

The mission, educational structure and differentiated approach of SDCCS's instructional program are crafted to meet the needs of all students. SDCCS's 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.

Teaching staff believe 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 and Art at all grade levels. The Staff provides each child with equal opportunities to achieve an exceptional education.

Volunteerism is encouraged and supported is through a collaborative program with Francis Parker W. Parker School as well as other non profit programs within Linda Vista. This work has been to understand the Linda Vista area further and support the community that hosts our schools. We are working with nonprofit organizations within the Linda Vista area and building relationships through service and community care.

The Northwest Evaluation Association's Measurement of Academic Progress (MAP) data is widely respected and accepted as the highest caliber formative and summative assessments available with nearly four decades as a non-profit and serves 10 million students. MAP has helped SDCCS educators determine academic progress for years. For the most current year completed by SDCCS students.

The SDCCS staff does not teach to the test but rather uses formative and summative data to help inform administration, parents, teachers, support staff, and students regarding specific areas to focus grade level and school wide improvement efforts. SDCCS believes in the basic tenet that quality education will translate on aligned assessments, especially over time. However, authentic assessments and multiple measures will always provide a more detailed picture of a student's or a school's level of success toward reaching stated student outcomes. SDCCS students are formally tested three times a year, twice for The Northwest Evaluation Association's (NWEA)-Measure of Academic Performance (MAP) which is aligned with Common Core State Standards. MAP testing at the beginning and end of the year and once in the spring for CAASPP these assessments are used to monitor student progress and deficiencies over time. As a staff SDCCS reviews the results in both teaching teams and content clusters; teams disaggregate the student data together looking for trends, surprises, program improvements and student needs. SDCCS staff realizes that all assessments capture learning levels at a moment in time. As an organization that is tethered in developmental teaching practices, anchor grade level data is evaluated carefully. Learning from the story of summative and formative data, SDCCS's assessments are used often by teaching professionals who are the key in our program development.

A Focus on Growth: the table below shows that students not only meet but many exceeded the growth target established in all but one grade level in reading. The developmental trends discussed previously are present with 7th and 8th grade students exceeding the expected annual growth by reaching the 99th percentile for school conditional growth (called out to the left and in the Figure: MAP - Reading 2015-16)

ns
School
Conditional
Growth
Percentile
99
62
57
99
99

MAP Reading Computer Adaptive Assessment Results Spring 2015 to Spring 2016

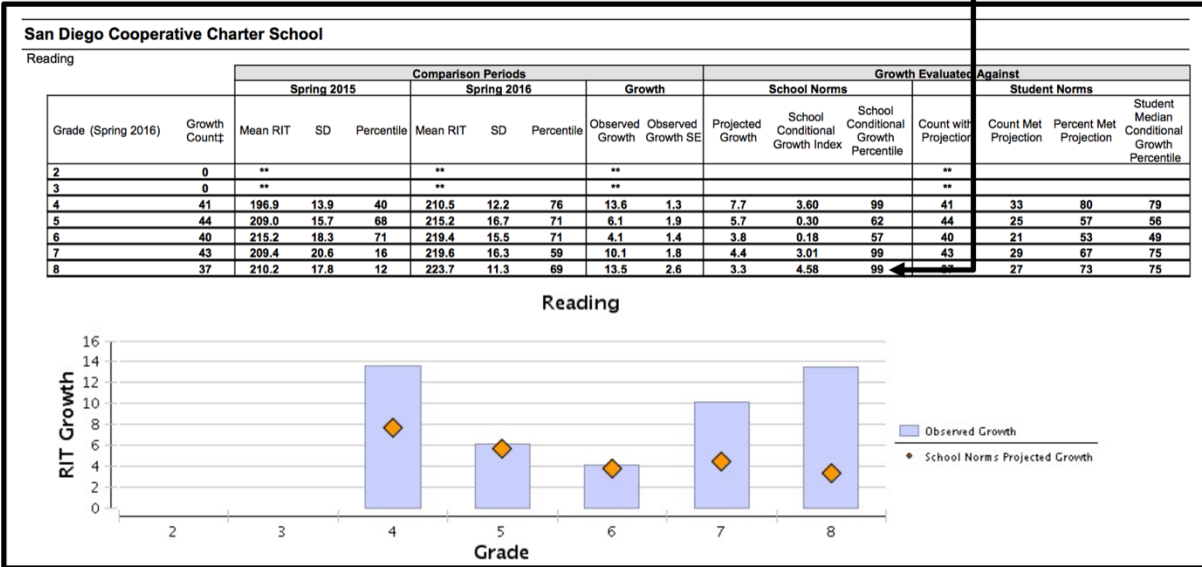
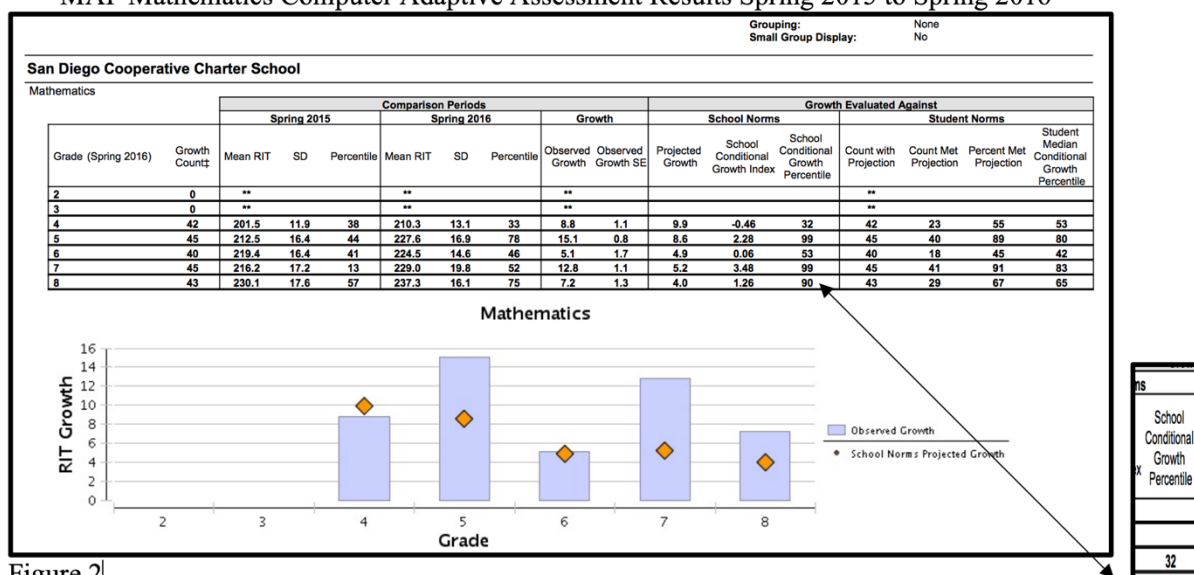


Figure 1

MAP Mathematics Computer Adaptive Assessment Results Spring 2015 to Spring 2016



Note the magnified section of Figure MAP-Math 2015-16 to the right and the “School Conditional Growth Percentile” column. Students in three of the five grade levels tested at SDCCS grew at the 90th percentile or higher in both Reading and Mathematics! This means that teachers facilitated higher levels of growth than in 9 out of 10 schools (nationally) in grades, 4, 5, 7, & 8.

Advanced Student Studies

SDCCS 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. At this time, additional opportunities include small group instruction, supplemental coursework as well as advanced curricular classes offered at the middle school level. Some examples of high school leveled courses offered are Spanish 1-2, Integrated Math 1 as well as Advanced Coding. Differentiation for SDCCS is defined by finding and developing learning opportunities that relate to, inspire, and challenge all students.

English Language Learners

English Language Learners face an increasingly daunting task of learning a second language all while accessing curriculum at a time when expectations continue to rise.. SDCCS’s philosophical educational beliefs greatly support students who are still learning English as their second language. Experiential learning such as field trips, simulations, projects, and exposure to the arts support ELL students greatly. These connections and experiences provide them the opportunity to understand through doing not just through reading in a text book. Flexible grouping, student collaboration and engaging differentiated curriculum allow ELL students to use their language in a safe environment that supports individualized learning.

SDCCS staff use a variety of strategies to support our ELL students. Using Universal Design lesson planning multiple access points are created to support all students. Some of these supports include the use of manipulatives, visuals, graphic organizers, shared readings, note taking, and interactive communications. These are considered best teaching practices and are good for all learners. In addition to the above listed best practices technology has been a wonderful tool in assisting in creating an equitable learning environment that fosters language acquisition through differentiated content based lessons.

The English Language Proficiency Assessments for California (“ELPAC”) is used to annually assess our English Learners and as outlined in our LCAP we will be using this information to support SDCCS - LV teachers in continued use of best practices around ELL instruction. In the LCAP our EL reclassification expected annual rate was 6.25% the actual reclassification rate for the 2015-2016 school year was 19.6%. That’s 3 times the rate of reclassification expected!

SDCCS ELL students benefit greatly from our constructivist pedagogy and SDCCS - LV Students scored higher on the ELA CAASPP test compared to the state average at all but one grade level.

**English Learners (EL) Performance on Language Arts
State Comparison for 2016 CAASPP Test Scores**

Mean Score ELL Language Arts	SDCCS - LV	CA
3rd	2415.8	2414.2
4th	2461.0	2454.5
5th	2542.6	2495.5
6th	2531.9	2519.4
7th	2532.8	2541.7
8th	2565.6	2559.5

Figure 3

Mean scaled scores allow comparisons between groups of students at a grade level. The table above shows that SDCCS –LV English Learner students in five of the six grade levels tested are performing at higher levels than their counterparts across CA on the CAASPP English Language Arts assessment.

The table below, created by CDE, shows the ranges of each performance area. When compared to SDCCS - LV scores, one will see that in 4th and 6th grade, SDCCS ELL students’ mean scaled score reaches the “Standard Met” range for all students in the state of CA. Systematic and incremental growth is also clearly seen by following the scores

English Language Arts CAASPP Scoring Categories and Ranges

Grade	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2114–2366	2367–2431	2432–2489	2490–2623
4	2131–2415	2416–2472	2473–2532	2533–2663
5	2201–2441	2442–2501	2502–2581	2582–2701
6	2210–2456	2457–2530	2531–2617	2618–2724
7	2258–2478	2479–2551	2552–2648	2649–2745
8	2288–2486	2487–2566	2567–2667	2668–2769

Figure 4

Special Education

“Students with disabilities who attend public charter schools and their parents retain all rights” including the right to a free appropriate education (FAPE) in the least restrictive environment (LRE) [CRF 300.209 (a)]. Additionally, these students can expect access to appropriate special education and related services. As a public charter school, SDCCS is responsible for ensuring that the requirements of Part B of IDEA 2004 are met [CRF 300.209 (i)]. SDCCS complies with all State and Federal laws for special education

Individual Student Identification

To ensure that the needs of all students are met SDCCS has a process of identifying students with exceptional needs. The process of identification and intervention begins with a Student Success Team (SST) meeting. The purpose of the SST is to look at students closely and put together a plan consisting of tier one and tier two interventions under RTI and data collection. We acknowledge that if a student’s needs warrant such a referral, that referral for special education may be made directly without proceeding through the SST. The meeting is generally attended by the parents, teachers, counselors and any other support staff. Once the accommodations are put into place we observe and collect data to see if the student is responding. The team will continue to meet together to assess the students learning. If the student does not respond to the interventions, it may lead to an assessment for a 504 Plan or special education (IEP). An IEP will be developed for students who qualify for special education supports and services, in compliance with all provisions in IDEA 2004 (Section 300, Part B).

SDCCS serves a diverse population making sure to provide services and supports fulfilling the needs of the federal and state special education laws. Staff monitor and support the needs of all individual learners. There is a strong belief in inclusion by staff; the corresponding practice of

inclusion allows all students at SDCCS to learn in a general education setting with supports to allow for social and curricular access. Students with IEP's are supported by highly trained Teachers, Case Manager and Instructional Assistants. Additional services that can be accessed, as deemed necessary, through an IEP, are Speech/Language Pathologist, Counseling, Occupational Therapy, Adaptive Physical Education Therapy, Physical Therapy, and Assistive Technology. These related services are provided through our school for students with identified specific needs.

SDCCS staff believes in all students' ability to learn. With 17% of the school identified as special needs, SDCCS -LV has a 5-7% higher Special Education population attending the charter school than the authorizing district's average. Measuring the quality of education for students with special needs is completed on a case by case basis at SDCCS. Progress toward IEP goals and growth in pursuing academic standards are reviewed for each child with the IEP team. In addition, SDCCS leadership, evaluates combined grade level performance data and participates in an annual audit conducting by CDE. In looking at data from the 2016 CAASPP, students with disabilities from SDCCS - LV yielded promising results. 51% of students performed above, met or near standard in ELA and 41% of students with special needs performed above, met or near standard in Math. SDCCS - LV students with special needs performance in the combined levels (above, met or near standard) is higher than that of SDUSD or the neighboring school, Linda Vista Elementary.

English Language Arts CAASPP- Students with a Disability Performance Levels

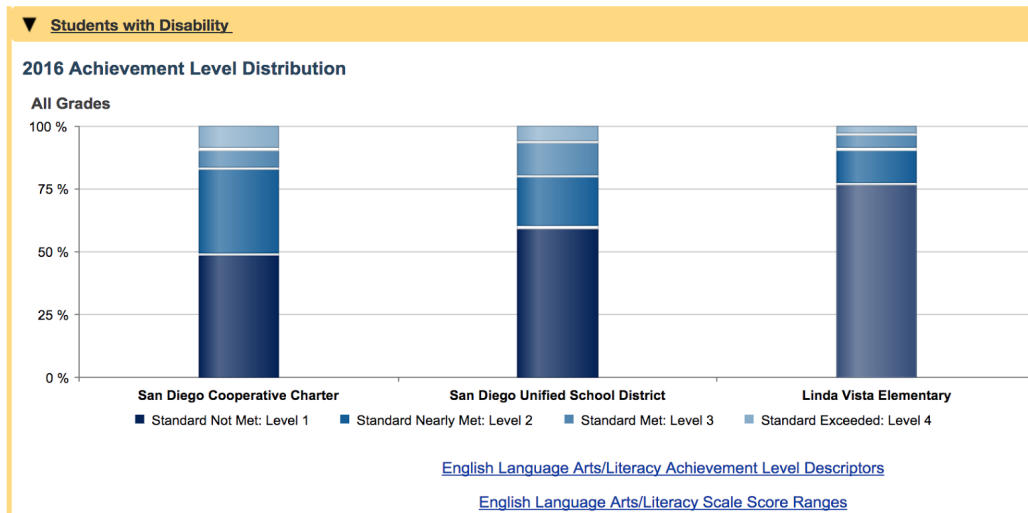


Figure 5

Mathematics CAASPP- Students with a Disability Performance Levels

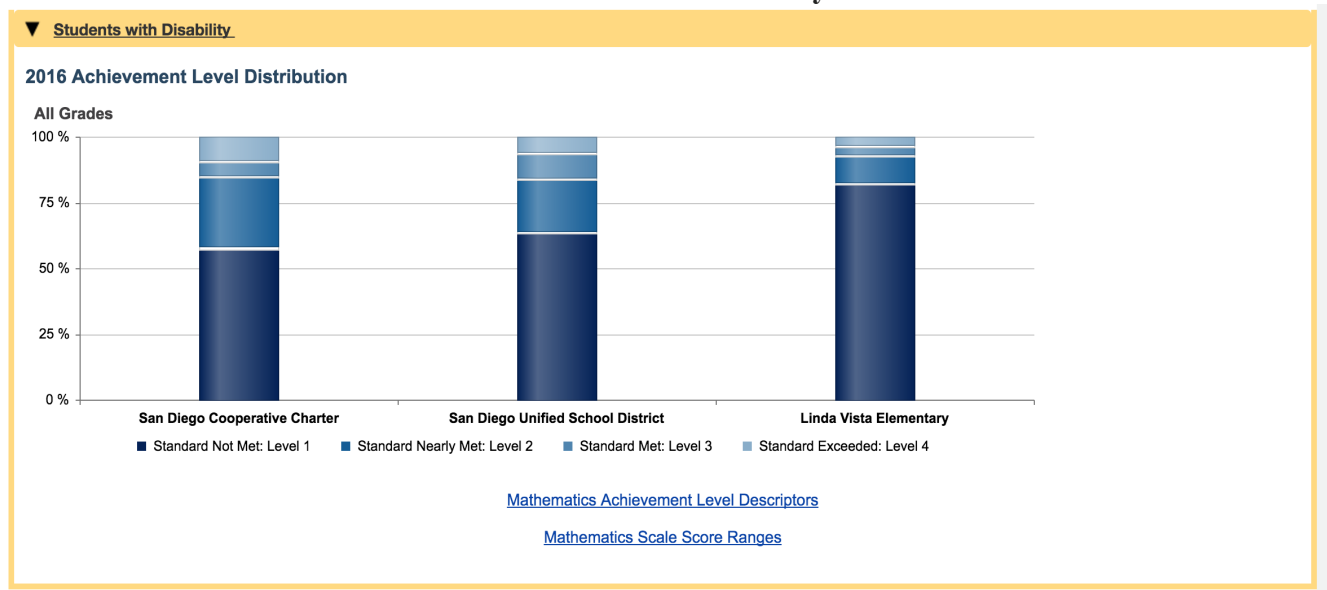


Figure 6

SDCCS complies with all programmatic and legal obligations for services for students with disabilities. No major findings have been identified in CDE audits from the inception of the charter to the present date. This includes the following:

Initial Identification and Reevaluation

- Parents and public agency requests for initial evaluation [CRF 300.301 (b)]
- Initial evaluations conducted within 60 days of signed parental consent for evaluation [CRF 300.301 (c)]
- Reevaluations at least once every three years [CRF 300.303 (a)]
- Evaluation before any change in eligibility [CRF 300.305 (e)]

Individualized Education Plans

- Development of the IEP team, including general education teachers, administrators, and the student in accordance with person-centered planning [CRF 300.321 (a)]
- Informing parents of the IEP team members [CRF 300.322 (b) 1]
- Ensure that the IEP is accessible to those responsible for implementation [CRF 300.323 (d)]
- Annual review and tri-annual evaluations [CRF 300.305 (a)]
- Notification of rights and procedural safeguards [CRF 300.504]

Special Education Program Evaluations

In the SDCCS inclusion model the Case Managers work closely with all of the students on their caseload. They are responsible for the communication with both the student and the parent on goal progress as well as managing the Instructional Assistants (IA) that are working in the class to support the student with general education curriculum. This model very often has an IA in a co-teacher model teaching small, flexible groups.

SDCCS is constantly working to provide the best education to Special Education students. The administration meets regularly with Case Managers as well as other special education personnel including Psychologists, Speech and Language Therapist, Occupational Therapist and the Adaptive Physical Education Specialists. Special education personnel team with the school teachers, instructional assistants, parents and the Principal to provide an inclusive education. As required by law, General Education teachers and Administrators will participate in the IEP process. Our team meets together regularly to discuss students with IEP's and how the Special Education team can best support their needs. The numbers of students with special education needs are growing at SDCCS. The successful inclusion program at SDCCS is something that both staff and parents are very proud of and there is a commitment to continue to grow and improve making sure to educate all children.

What It Means To Be Educated in the 21st Century at SDCCS

Education is changing quickly the skills necessary for success in the world are very different than they were thirty years ago. At SDCCS there is pride in our mission and how it translates into this new educational era. The students at SDCCS are curious, empathetic, academically skilled and are proactive problem solvers who know how to work collaboratively. They have a solid foundation in language arts and literacy, math, science, technology, history and arts. These skills are transferred and used creatively in both problem solving and critical thinking.

Students are invited to become a member of a learning community when they attend SDCCS. This commitment includes not only an educational responsibility but a social one as well. Students participate, think, engage and collaborate. Within their classroom community teachers encourage dialogue and expressing one's point of view, posing questions of emerging relevance, and concepts presented in big ideas as opposed to small parts.

Digital testing has become a part of students educational lives. This type of testing reduces the time in the feedback loop. We do not teach to the test but rather believe that quality education should translate on any assessment. We have noted some very important trends in our test results due to our developmental program. Very often our third grade test results are lower than other grades as we believe in giving kids the time that they need to develop both the love of reading and the skills that accompany that passion for learning. Our students are tested three times a year, twice for The Northwest Evaluation Association's (NWEA)-Measure of Academic Performance (MAP) which is aligned with Common Core State Standards. MAP testing at the beginning and end of the year, and CAASPP testing in the spring. These assessments are used to monitor student progress and deficiencies over time. As a staff the results are reviewed in both teaching teams and by content clusters groups. Teams disaggregate the student data together looking for trends, surprises, program improvements and student needs. The data is used to inform educational practice, therefore formative assessments are evaluated by highly trained teaching professionals are key in our program evaluation and development

Student diversity is embraced at SDCCS and with that diversity comes responsibility. It is important to consider all students and track their learning to ensure that their needs are being met. Discussed above are students with disabilities, and English Language Learners other subgroups considered are Socioeconomically Disadvantaged, Hispanic or Latino and Two or

More Races. Subgroup's long term data with STAR tests showed consistent progress in the three-year span (see Element Two, Figure 9). There is only one year of growth under the CAASPP assessment however SDCCS is committed to continued student growth in all subgroups and for all children.

SDCCS – LV Student Groups (2017)

Subgroup Name	# of Students	Enrollment %
English Learners	49	11%
Socioeconomically Disadvantaged	127	28%
Hispanic or Latino	136	30%
Students with Disability	62	13%
Two or more Races	48	11%

Figure 7

Taking seriously the diversity of our classroom SDCCS teachers use Universal Design Lessons that provide multiple means of engagement, representation, action and expression. This allows for multiple access points and a design that can reach all learners.

What It Means To Be An Educator of Changemakers

Being a teacher at SDCCS is an incredibly gratifying job. The connections and relationships made from the cooperative nature of the school and the deep connections formed with the kids is greatly satisfying for the educational staff. SDCCS has worked hard to provide a meaningful staff professional development program as well as building and nurturing networks of leaders. Properly training and retaining our staff is a priority for school. The school currently has over 52% of our teaching staff who have been employed with us since 2012 and even more impressive 20% who have been working at our school since 2005. Amazingly, 100% of the instructional staff has been trained to teach empathy through modeling and being an empathic listener. The goal of the full-day Fuel Ed training was to empower students to work through emotions, communicate support, and help individuals solve complex problems once emotions crest. Balancing the focus of professional development on academic and personal, social emotional growth makes SDCCS a great place for both children and adults.

Criteria for Renewal: Student Achievement & Data Overview

Criteria for Renewal

EC § 47607(a-b) establishes minimum criteria for renewal. SDCCS – LV asserts that the legal minimum criteria for renewal is met by sub section (4) referenced below. SDCCS –LV shows increases in pupil achievement in the fourth criterion with evidence from STAR, MAP, and CAASPP data. The applicable portions of the statute are cited here:

“(A) The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.

(B) For purposes of this section, ‘all groups of pupils served by the charter school’ means a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052, served by the charter school.

(b) Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever date occurs later, a charter school shall meet at least one of the following criteria before receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

...(4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(B) The determination made pursuant to this paragraph shall be based upon all of the following:

(i) Documented and clear and convincing data.

(ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools.

(iii) Information submitted by the charter school.”

We show data to strongly support that San Diego Cooperative Charter School – Linda Vista is meeting and or exceeding expectations on multiple measures. Below we begin with API data reflecting STAR scores that shows that we greatly improved student achievement over the final three years of STAR assessments and that our average in the most current year of API was higher than both the State and SDUSD and all but one district resident school compared. This growth trend continues with CAASPP testing and is further discussed within the document.

In Figure 8, one can easily identify SDCCS – LV and one other schools as growth outliers. SDCCS – LV grew +17 points of API growth over the last three-year span of API data. This is the second most growth compared to resident schools, SDUSD or the State. This data underscores the academic performance

Growth & Student Achievement (API) Compared to District & Resident Schools

School or District	Growth API 2011	Growth API 2012	Growth API 2013	3 Year API Trend +/-
SDCCS - LV	795	776	812	+17
SDUSD	798	808	809	+11
Linda Vista Elem	773	755	719	-54
Whitman Elem	787	782	780	-7
Ross Elem	823	799	799	-24
Toler	857	878	878	+21
Montgomery Middle	745	739	736	-9

Figure 8

Within Element Two one can see the continued evidence with CAASPP and MAP data to support the assertion that SDCCS – LV has met the minimum criteria for pupil achievement.

We will also look at testing comparisons to local schools however comparing schools is difficult because it is challenging to find similar demographics and grade levels within the options for resident schools. Taking all of this into account, our population is showing academic growth and compares equal to and better than resident schools.

ELEMENT TWO: Measurable Student Outcomes

47607 "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 charter school demonstrate that they have attained skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school" Education Code Section 47605(b)(5)(B).

In addition to increasing pupil achievement as measured by CAASPP assessments, SDCCS increases pupil achievement on learning outcomes that are not assessed on state-mandated assessments. Based on academic research described elsewhere in this petition, a set of intellectual and social emotional learnings are woven throughout SDCCS scope of learning. Considerable instructional attention is given to development of these areas. While there is transfer to the Common Core State Standards, the CAASPP assessments are not designed to capture growth in these key skill areas. This area of pupil achievement is not presented as part of

the case for renewal, but it is worth noting that, in accordance with the charter, SDCCS implements a learning program that expands beyond state standards.

Student Outcomes: As described previously in Element One of the charter petition, San Diego Cooperative Charter School is preparing students to be productive members of a democratic society. We believe that students at SDCCS should be able to do the following by the time he/she completes grade 8 at SDCCS:

1. Show measurable progress toward mastery ('Standard Met' or above) of Common Core content standards in English language arts, mathematics, social studies/history and science.
2. Speak one language fluently and a second language conversationally or have fully demonstrated awareness of other cultures.
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.

SDCCS – LV Demonstrates Progress Toward Mastery

California schools have transitioned testing system to another (the STAR to the CAASPP) since the last charter renewal for SDCCS – LV. Taking into account that the new measurement system has been in place for only two years, it is beneficial to review the following performance and growth measures to get a five year picture of student progress at SDCCS – LV. The Academic Performance Index generated from STAR scores, The CAASPP scores based on the SBAC, the Measurement of Academic Progress (MAP) data, Fitnessgram data, Art night participation levels, and passing rates for the SDCCS 8th Grade Exit Portfolio.

The API growth scores for SDCCS – LV are the first area to examine. The final three-year performance span for API scores shows that SDCCS grew significantly and surpassed the 800 mark, the goal at the time for all schools. The table below shows that school-wide ratings progressed from 795 to 812. During the same time, the number of socioeconomically disadvantaged students, nearly doubled making the actual API growth more impressive at the schoolwide and all significant subgroup levels in 2013.

SDCCS - LV API Growth from 2011-2013

SDCCS – LV Groups	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API
Schoolwide	314	795	344	776	340	812
Hispanic or Latino	88	725	103	711	98	746
White	178	826	189	804	186	849
Socioeconomically Disadvantaged	63	693	105	694	113	743
English Learners	25	606	47	653	44	711
Students with Disabilities	29	572	33	600	44	682

Figure 9

CAASPP 2016 - A Basic View

SDCCS - LV students are showing solid growth on the CAASPP test. The tables below provide a glimpse into the achievement of SDCCS - LV students on the new assessment. The baseline year of 2015 and the growth year of 2016 are included below for both English language arts and mathematics. The chart below shows that SDCCS - LV students grew 4% in the English Language Arts “Standard Exceeded” category and 5% in the comparative math category. The combined categories of meets and exceeds grew from 45% to 49% in ELA.

CAASPP English Language Arts	2015	2016
Standard Exceeded	14%	18%
Standard Met	31%	31%
Standard Nearly Met	32%	30%
Standard Not Met	22%	22%

Figure 10

In CAASPP Math, 6% more of SDCCS - LV students scored within the top three performance categories (Standard Exceeded, Standard Met, and Standard Nearly Met).

CAASPP Math	2015	2016
Standard Exceeded	12%	17%
Standard Met	27%	23%
Standard Nearly Met	32%	36%
Standard Not Met	29%	23%

Figure 11

Comparative Performance & Growth

Figure 12 shows a comparison of SDCCS - LV's performance on the ELA / Literacy assessment compared to San Diego Unified schools that are located in the areas where SDCCS – LV draws students. Linda Vista Elementary, is the closest elementary school to SDCCS- LV and is the area from which SDCCS –LV draws the single highest concentration of students within SDUSD. The second largest cluster of students come from the Clairemont region.

2015 to 2016 Growth Comparisons by Percentages in Standard Levels & Mean Scaled Score

English Language Arts CAASPP (5th Grade Non-Cohort)

Standard Level	SDCCS -LV 2015	SDCC S-LV 2016	Linda Vista Elem 2015	Linda Vista Elem 2016	Whitman Elem 2015	Whitman Elem 2016	Ross Elem 2015	Ross Elem 2016	Toler Elem 2015	Toler Elem 2016
Exceeded & Met	56%	68%	14%	38%	4%	41%	34%	39%	51%	43%
Exceeded	31%	31%	3%	10%	0%	8%	11%	17%	17%	17%
Met	25%	37%	11%	28%	4%	33%	23%	22%	34%	26%
Nearly Met	17%	24 %	31 %	29%	28%	19%	28%	24%	24%	26%
Not Met	27%	8%	24%	32%	68%	39%	38%	37%	24%	31%
Mean Scaled Score	2517	2543	2430	2475	2413	2481	2463	2482	2500	2493

Figure 12

Figure 12 shows that SDCCS – LV have the highest percentage of students that exceeded or met ELA standards with 68% in 2016. Furthermore, SDCCS – LV earned the third highest growth of

the cohort schools from year to year with 12% more of the grade level meeting or exceeding the standard in 2016. Lastly, the mean scaled score growth of 26 points is commendable.

**2015 to 2016 Growth Comparisons by Percentage Standard Level & Mean Scaled Score
English Language Arts CAASPP (8th Grade Non-Cohort)**

Standard Level	SDCCS-LV 2015	SDCCS-LV 2016	+/- Change	Montgomery Middle School 2015	Montgomery Middle School 2016	+/- Change
Exceeded & Met	36%	52%	+16%	40%	45%	+5%
Exceeded	4 %	10%	+6	5%	15%	+10%
Met	32%	42%	+10	35%	30%	-5%
Nearly Met	50 %	31%	-19	31%	27%	-4%
Not Met	14 %	17%	+3	29%	28%	-1%

Figure 13

SDCCS – LV demonstrates strong growth in the “Exceeded & Met Standard” range with 16% more students moving to that ELA category in 2016.

**2015 to 2016 Growth Comparisons by Percentage Standard Level & Mean Scaled Score
Mathematics CAASPP (5th Grade Non-Cohort)**

Standard Level	SDCCS -LV 2015	SDCCS -LV 2016	Linda Vista Elem 2015	Linda Vista Elem 2016	Whitman Elem 2015	Whitman Elem 2016	Ross Elem 2015	Ross Elem 2016	Toler Elem 2015	Toler Elem 2016
Exceeded & Met	19%	54%	14%	22%	4%	22%	27%	23%	24%	26%
Exceeded	8%	27%	1%	13%	0%	0%	11%	5%	12%	7%
Met	11%	27%	13%	9%	4%	22%	16%	18%	12%	19%
Nearly Met	45%	33%	23%	36%	16%	36%	20%	33%	34%	26%
Not Met	36%	13%	63%	42%	80%	42%	52%	45%	41%	49%
Mean Scaled Score	2474	2537	2434	2473	2420	2466	2463	2461	2478	2468

Figure 14

Above, SDCCS – LV shows the highest percentage of students that exceeded or met Math standards with 54% in 2016.

Furthermore, SDCCS – LV earned the highest growth from year to year with 35% more of the grade level meeting or exceeding the standard in 2016. Lastly, the mean scaled score growth of 63 points is excellent.

**2015 to 2016 Growth Comparisons by Percentage Standard Level & Mean Scaled Score
Mathematics CAASPP (8th Grade Non-Cohort)**

Standard Level	SDCCS-LV 2015	SDCCS-LV 2016	+/- Change	Montgomery Middle School 2015	Montgomery Middle School 2016	+/- Change
Exceeded & Met	42%	42%	0%	37%	30%	-7%
Exceeded	18%	25%	+7	6%	16%	+10%
Met	24%	17%	-7	21%	14%	-7%
Nearly Met	30%	38%	+8	21%	26%	+5%
Not Met	28%	21%	-7	52%	45%	-7%

Figure 15

The data in Figure 15 shows consistent performance in 2015 and 2016 for SDCCS –LV 8th grade students.

English Language Arts CAASPP 2016 Performance Levels (All Grades Combined)

Standard Level	SDCCS-LV	Linda V Elem	Whitman Elem	Ross Elem	Toler Elem	Montgomery Middle School
Exceeded & Met	49%	32%	40%	36%	57%	38%
Exceeded	18 %	11%	12%	17%	37%	12%
Met	31%	21%	28%	19%	20%	26%
Nearly Met	30 %	29%	21 %	24%	25%	26%
Not Met	22 %	39%	39 %	40%	17%	36%

Figure 16

SDCCS – LV shows the second highest performance with all grades combined among comparison schools. A note of caution with these comparisons. Combining 3rd-8th grade performance for SDCCS – LV and comparing those scores to 3rd – 5th grade or 3rd-6th grade performance for the elementary schools in the comparison table can be problematic. This typically will not be favorable to the schools with higher grade levels (SDCCS - LV &

Montgomery Middle School) because meeting grade level standards is typically more difficult in middle and high school grades. However, there is a major counter effect in that SDCCS – LV’s student population is comprised of approximately 28% socioeconomically disadvantaged students compared to 57% at Toler Elementary and 96% at Linda Vista. Lastly, the developmental and constructivist-based educational program design can have student test performance in 3rd-5th grade trail traditional educational programs. However, students typically catch up to and many surpass peers in traditional schools by 6th-8th grade depending upon individual development rates. Considering the developmental nature of the SDCCS - LV educational program, our data supports the idea that students not only catch up to expected academic performance levels, but exceed them.

By looking at testing comparisons to local schools, comparing schools is difficult because it is challenging to find similar demographics and grade levels within the options for resident schools. Taking all of this into account, our population is showing academic growth and is performing equal to and better than resident schools.

MATH CAASPP 2016 Performance Levels (All Grades Combined)

Standard Level	SDCCS-LV	Linda V Elem	Whitman Elem	Ross Elem	Toler Elem	Montgomery Middle
Exceeded & Met	40%	24%	29%	35%	50%	27%
Exceeded	17 %	6%	5%	11%	25%	12%
Met	23%	18%	24%	24%	25%	15%
Nearly Met	36 %	34 %	31 %	31%	25%	28%
Not Met	23 %	41%	40 %	34%	25%	44%

Figure 17

Comparing all grades combined among the schools in Figure 17 SDCCS – LV has the second highest performance level in math proficiency. To add additional context to the comparison schools’ data, the table is provided below in Figure 18.

Free & Reduced Lunch Program Enrollment (Socioeconomically Disadvantaged) Level 2015-16

Standard Level	SDCCS-LV	Linda V Elem	Whitman Elem	Ross Elem	Toler Elem	Montgomery Middle School
FRL %	28%	96%	74%	91%	57%	90%

Figure 18

SDCCS – LV Demographics 2015-16
CAASPP Performance & Growth - Met or Exceeded Standard

Subgroup Name	# of Students	Enrollment %	ELA CAASPP 2015 % Met or Exceeded Standard	ELA CAASPP 2016 % Met or Exceeded Standard	MATH CAASPP 2015 % Met or Exceeded Standard	MATH CAASPP 2016 % Met or Exceeded Standard
English Learners	49	11%	5%	6%	5%	7%
Socioeconomically Disadvantaged	127	28%	32%	29%	29%	21%
Hispanic or Latino	136	30%	37%	39%	28%	26%
Students with Disability	62	13%	28%	16%	18%	14%
Two or more Races	48	11%	32%	45%	36%	37%

Figure 19

Plan for Continued Growth In Response to Data

SDCCS is striving to increase educational outcomes and continue to evaluate data from all sources, paying close attention to the data sets above that show areas for growth. The work is underway to assist instructional staff and leadership to implement the Universal Design for Learning (UDL) framework will aid SDCCS's efforts to assist all students to access content.

Lifelong Physical Health

The SDCCS staff closely monitors students' growth levels. Academic learning, becoming Changemakers, productive members of a multicultural, democratic society, problem solvers who are engaged in the local community, and healthy individuals are all areas of focus.

In Figures 20 & 21, the data shows that in 10 out of the 12 categories (for 5th & 7th grade students) there are significant increases in the number of students moving into the healthy fitness zone from 2011 to 2015.

The Fitnessgram is a national physical education test that assesses students on a few different physical activities that fall under four components: Cardio Respiratory Endurance, Flexibility, Muscular Strength, & Muscular Endurance. The aerobic capacity of students is measured by a 1 mile walk, jog, or run. The SDCCS goal is for the school percentage to increase incrementally until all students can meet the age level criteria for the timed mile. See the Aerobic Capacity category below. Both 5th and 7th grade students have increased aerobic stamina nearing 90% and 80% of students scoring in the healthy fitness zone.

Fitnessgram – National Physical Fitness Exam for 5th Grade Students

Percent of Students Scoring in the Healthy Fitness Zone on the Physical Fitness Exam for Grade 5	2011-12	2012-13	2013-14	2014-15
Abdominal Strength	90.9 %	87.5 %	98 %	96.2 %
Aerobic Capacity	87.3 %	77.1 %	70 %	88.7 %
Body Composition	74.5 %	56.2 %	74 %	52.8 %
Flexibility	87.3 %	97.9 %	92 %	100 %
Trunk Extension Strength	89.1 %	89.6 %	82 %	81.1 %
Upper Body Strength	58.2 %	77.1 %	66 %	79.2 %

Figure 20

Fitnessgram – National Physical Fitness Exam for 7th Grade Students

Percent of Students Scoring in the Healthy Fitness Zone on the Physical Fitness Exam for Grade 7	2011-12	2012-13	2013-14	2014-15
Abdominal Strength	80.4 %	78.2 %	90.9 %	92.6 %
Aerobic Capacity	64.7 %	70.9 %	61.8 %	77.8 %
Body Composition	60.8 %	70.9 %	78.2 %	72.2 %
Flexibility	90.2 %	81.8 %	92.7 %	94.4 %
Trunk Extension Strength	86.3 %	92.7 %	94.5 %	92.6 %
Upper Body Strength	54.9 %	50.9 %	49.1 %	63 %

Figure 21

(2015-16 data is not yet available)

Learning to speak a second language, connecting with new cultures, and helping the school community / greater community at large

The 8th grade graduation portfolio is one of the ways SDCCS measures student growth against charter outcomes. At the culmination of students' experiences at SDCCS the students are asked to conduct an 8th Grade Exit Portfolio. This arduous process asks the students to reflect on their growth and change in the above listed outcomes. The students write six essays proving deep reflection on their academic growth, cultural awareness, physical fitness, artistic expression, community service and personal growth. In addition to the essays the students are asked to provide evidence for each section and complete a panel presentation and question session. This rite of passage has been finely tuned throughout the years, these adolescents practice self-reflection and profoundly consider the world around them and their changing roles as they prepare for high school. The social emotional learning that is embedded in the unit design promotes tolerance and acceptance. SDCCS students know the process will be challenging, but

that teachers, support staff, and volunteers will do whatever it takes to support every child to be prepared to succeed. To this point, there has never been a student who did not pass the 8th Grade Exit Portfolio. Many of the students report back to us after their graduation that it was a life changing event for them.

SDCCS - LV 8th Grade Portfolio

8th Grade Portfolio Pass Rates	Percentage Passed on First Try	Percentage Passed By Completion Date
2015	100%	100%
2014	98%	100%
2013	96%	100%

Figure 22

Everyone is an Artist

The Arts wield the power to influence individuals and nations, help humankind express and connect to deep emotions, to rejuvenate and even heal us. Like almost everything else in life, to truly appreciate a craft or an endeavor, one must experience or understand in a context. SDCCS was founded on the principles that music, visual, and performance art nourish and expand our creativity. One of the SDCCS student outcomes is that every 8th grade student not only appreciates art, but has worked to create and exhibit art at one or more of SDCCS's Art Nights. 100% of SDCCS students are artists and meet this criterion which is evaluated during the exit portfolios. The art department founding teacher Mrs. Bell says it best, "There are no mistakes in art," allowing the students embrace the freedom and creativity that feed their discoveries of self and the outside world.

Student Engagement and Attendance

Another way to measure school effectiveness is to analyze the level of student engagement. Engagement starts with creating a safe and community-based culture that motivates students to attend. SDCCS's attendance rates are excellent with an annual average attendance rate of 96.5%. The constructivist model uses questioning, processing, interacting and experiencing as core components to learning and being present for lessons is of great importance.

Accountability and Accreditation

- WASC. The Western Association of Schools has reviewed our program and granted SDCCS an initial accreditation. The reviewers' comments were highly complimentary and noted the dedication, passion and consistency of the SDCCS staff as well as our wonderfully differentiated program that meets the needs of all students.

- District Annual Site Review Visits. Each year, staff from SDUSD visit SDCCS to review our programs. SDCCS recognizes that we are growing and the addition of our new Executive Director is allowing us to streamline our communications and collaboration with the district.
- Ashoka Changemaker School-through the Empathy Initiative, the first K-8 school in Southern California to achieve this status.

ELEMENT THREE: METHOD FOR MEASURING PROGRESS

"The method by which pupils' progress in meeting these pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. " Education Code Section 47605(b)(5)(C).

Measuring Student Outcomes:

The LCAP process and SDCCS's performance goals are now interwoven by law. The LCAP Goals and Annual Measurable Objectives were established in the LCAP in 2015 and revisited in June 2016.

Many details specific to SDCCS's methods for measuring outcomes are included as a part of the required Elements 1 & 2. Because our LCAP is a guiding document in the areas of engagement, educational program improvement, and fiscal expenditures, the information in Element 3 also compliments the areas of program description and measurement of outcomes.

The LCAP and the charter petition work in tandem to guide and direct decisions as they relate to the disbursement and organization of staff and volunteers, funding and physical resources to accomplish the goals in both documents. Adjustments will be made to goals and measurable objectives annually after staff considers the effectiveness of goals and actions on expected student outcomes and progress.

Following are the LCAP goals and objectives for SDCCS

SDCCS LCAP Goals 2015-19

Goal#1 Increase student achievement for all students and close the achievement gap for underperforming students

Measurable Expected Outcomes

1. EL reclassification rate: 19.6%
2. EL Proficiency in English: 45% (percent of kids scoring advanced or early advanced on overall proficiency level)
3. Using Response to Intervention: Tier 1 classroom support, Tier 2 SST for slight modifications/504, Tier 3 SPED students who qualify for SPED services (current students, not incoming): # of students moving up to Tier 3 less than 5%.
4. California Assessment of Student Performance and Progress: Meet or exceed CA statewide average by subject = 44% meet the English Language Arts/Literacy and 33% Math standards. Baseline: Growth of 2% increase of baseline data of 37% for Language and 11.5% for Math
5. Middle School Dropout rates: 0%
6. Growth Rates in Reading, Language and Math on NWEA MAP Assessment in Reading, Language, Math
7. Attendance Rate: at or above 96% average daily attendance
8. At or above 98% completion and passing rate of 8th grade exit portfolio
9. In alignment with our charter petition, have 100% participation in efforts to achieve the following by 8th grade: Walk/run or use wheelchair to complete 1 mile in 10 minutes; Plan, initiate and complete a project in service to the school or greater community; demonstration in an artistic medium such as music, art, dance, drama, etc.

Goal 2 Provide highly skilled teaching and support staff who are focused on differentiated teaching for student achievement

Measurable Expected Outcomes

1. All core teaching staff meets the HQT standards
2. Full time certificated staff 60 hours + 5 full days = at minimum 90 hours of PD provided per year
3. Classified IA 5 full days + 8 hours = minimum of 38 hours of PD provided per year
4. EDP/Other support staff = minimum 16 hours of PD provided per year
5. Instructional staff have Planning time at minimum = 4 hours per week during regular scheduled school weeks
6. Percent of staff earning additional Credentials/certifications = 8%

Goal 3 Provide meaningful opportunities for parents and families to be engaged and involved in student learning

Measurable Expected Outcomes

1. Establish a school wide goal for parent volunteer hours of 10,000 hours
2. Report Card Data – 100% of parents received written communication about their child's progress and were given opportunities to meet with instructional staff
3. Minimum of 5 Parent trainings during and outside the regular school day

Goal 4 Promote physical and emotional development of students within a safe and well-maintained facilities

Measurable Expected Outcomes

1. Student Behavior Data – Remain below the CA Statewide average rates for Expulsions = 1% and Suspension = 4.4%
2. District Work orders – Number of work orders submitted and the percentage of work orders that are resolved.

Figure 23

The school has created the following matrix that catalogs all of the metrics to track and analyze student growth and progress academically, socially and physically.

**San Diego Cooperative Charter Schools
Student Progress Metrics**

	Math	Literacy
Kinder-PMA	Primary Math Assessment	Running Records: Using Fountas and Pinnell levels report independent level and instructional level for all students. <i>Independent Level:</i> highest that a student can read with at least 95% accuracy. <i>Instructional Level:</i> highest level that a student can read with at 90-94% accuracy. Core Phonics Survey
PMA-Yr. 2	n/a	CTOPP—administered to any student not reading at F&P, Level H with at least 95% accuracy in word recognition by the end of the fall semester.
EMA	MAPS	MAPS Core Phonics Survey & Running Records for students at Independent (99% accuracy) F&P Level H
Bridging - Middle School	MAPS	MAPS

Figure 24

Areas of Student Progress	Expected Short-Term Outcomes (Annual)
Personal Growth- Social Emotional	CA Healthy Kid Survey results exceed SDUSD. Attain $\geq 90\%$ positive ratings by students in the areas of safety and supportive adults or annual rating increases. Reduced rates of confrontations requiring teacher or admin intervention
Academic Achievement	Combined CAASPP Mathematics, English, and Language achievement exceed SDUSD
Physical Fitness	Fitness Gram results exceed SDCCS - LV 2015-16 levels
Second Language & Cultural Awareness	Increased participation rates in cultural events, professional development, community engagement more than 2015-16 levels CA Healthy Kids Survey - Attain $\geq 90\%$ positive ratings by students in the areas of safety and supportive adults or annual rating increases
Artistic Expression	Via a project or demonstration, each student will express himself or herself creatively through an artistic medium such as music, art, drama or dance.
Community Service	Each student will plan, initiate and complete a project in service to the school or greater community

Figure 25

Curriculum Materials Used to Achieve Student Outcomes

San Diego Cooperative Charter School uses a wide range of materials to address students' learning needs. Locally developed units with Newberry and Second Step reading selections for fiction and online primary source material for non-fiction (from NASA, NatGeo, National Parks Systems, world museums, etc) and digital texts form the foundation of SDCCS curriculum. These materials include formerly state-adopted textbooks and additional supplemental materials. The principal, vice principal, and the teaching staff annually review student achievement data and curriculum materials to identify gaps and encumbers expenses for additional curricular materials. A curriculum materials list can be found in Element One of this petition.

ELEMENT FOUR: GOVERNANCE STRUCTURE

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to insure parental involvement." Education Code Section 47605(b)(5)(D).

Organized as a nonprofit public benefit corporation:

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 School .

The San Diego Cooperative Charter School will be nonsectarian 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 the characteristics listed in Education Code Section 220, including immigration status.

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.

Material Revisions:

The charter may be materially revised by concurrent action of the San Diego Unified School District Board of Trustees and the San Diego Cooperative Charter School's Board of Directors, pursuant to the process set forth in the Charter Schools Act.

Governance:

The Theresa Hessling Charter School Project, DBA San Diego Cooperative Charter School - is constituted as a California Nonprofit Public Benefit Corporation pursuant to California law. Its operational management shall be the responsibility of SDCCS which shall operate within the terms and conditions specified in this petition. The full legal name of the nonprofit organization is 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 its Bylaws, 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.

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:

SDCCS's governing board will comply with all applicable provisions of the Brown Act. SDCCS will also comply with the Public Records Act, Political Reform Act, and will also implement measures to ensure that it 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.) To that end, SDCCS shall comply with all applicable conflict of interest laws. 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 Executive Director and management 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 school stakeholders 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. No more than 49% of the Board may be financially "interested" parties as that term is defined in the Corporations Code

Parents Staff Association:

The Parent Staff Association (PSA) administers the parent-participation program in the operations of the school, provides input to the Principal and the Board of Directors on school operations, LCAP goals and accountability, plans and conducts 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 SDCCS is active parental involvement, both hands-on in the classroom and in advisory roles as well. Parents are involved at almost every level of management and operations. SDCCS has developed policies and procedures governing parent participation. These include the optimal, cumulative number of hours of service set as a goal from the parent body in an academic year, and the most critical activities and jobs to be carried out by parents.

To affect parent participation, prospective parents are provided research that shows that actively involved parents benefit the overall positive culture and academic success of a school. More importantly, research demonstrates an overwhelming correlation between parent volunteerism and increased social and academic development of connected offspring. PSA has established a parent volunteer coordinator to create a parent body goal for volunteerism, encourage volunteerism by whomever can participate, and to measure the goal on an annual basis. SDCCS leadership and teachers provide diverse opportunities to help the school from serving on the board of directors to volunteering in class to making connections with possible donors. Teachers are also asked to specify directions in writing for volunteers so that parents can be thoroughly prepared to work with students if they choose to do so. 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 online and in the main office to assist parents in determining if and how they might volunteer.

While parental participation is essential to the success of the SDCCS, parents are informed that volunteerism is an optional activity and no negative repercussions will result from a choice not to volunteer. Parents are regularly asked to serve on committees, share expertise in specific areas of need, help with outreach, and assist in classes. Parents are provided with the opportunity to attend teacher/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. Parents receive a copy of the SDCCS - LV Parent Handbook a copy of this book is provided as an item in the Appendix

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

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

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 risk assessment, and a signed copy of a "Statement Acknowledging Requirement to Report Suspected 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 Executive Director, Principal and any other necessary positions who would report to the Principal such as a Vice Principal. All administrators shall exhibit the following leadership traits and credentials:

- a) Places students' best interest at the center of all decisions of consequence.
- b) Is accessible to all in the community including teachers, staff, parents, and children.
- c) Acts with fairness, integrity, and respect for diversity.
- d) Leads collaboratively at every level of the school.
- e) Is knowledgeable of the educational and/or business practices that will fulfill our school's mission.
- f) Utilizes all available financial and human resources to maximize student performance.
- g) Is knowledgeable of laws governing charter schools.
- h) Holds a valid administrative credential or is actively seeking one via an approved pathway.

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

Position: Executive Director –The Executive Director is a full-time position that leads the activities of SDCCS. The Executive Director is responsible for the implementation of the organization's strategic plan, as well as the financial, program, and administrative management of the organization. The Executive Director will manage a team of senior staff and will report to the Board of Directors.

PREFERRED QUALIFICATIONS

- A minimum of 10 years of experience in public education, preferably in K-12 education, social service or public sector – advanced degree preferred
- Experience in not-for-profit management
- Experience working with a Board of Directors or other governing body

DESIRED SKILLS AND ABILITIES

- Is an innovative, inspirational leader with the experience and ability to lead SDCCS

- Will actively engage and energize SDCCS Schools families, staff, board members, partnering organizations and supporters.
- Is committed to high-quality public education
- Has an exceptional reputation among his/her peers
- Has experience in building and maintaining partnerships
- Has experience in growing and engaging stakeholder groups, such as parents and families
- Has experience in building diverse revenue streams
- Is an excellent communicator, collaborator, problem solver and critical thinker
- Has the ability to meet and manage deadlines
- Is an effective organizer and motivator
- Works well with diverse personalities to promote a common vision while recognizing and acknowledging essential differences
- Collaborates effectively with teachers, staff, parent volunteers and board members
- Maintains confidentiality and exhibits sound judgment

DUTIES AND RESPONSIBILITIES

Leadership

- Provides leadership in developing organizational and financial plans with the Board and staff, and carries out plans and policies authorized by the Board.
- Ensures long-term financial sustainability by managing cash flows, budget performance and maintaining appropriate levels and composition of reserves.
- Administers overall operations of the organization, including supervision of site principals and other senior staff as well as oversight of facilities and construction.
- Responsibly manages the financial operations of the organization, including the development and implementation of the annual budget.
- In collaboration with board leadership, develop, maintains and supports a strong board of directors.
- Effectively manages a diverse organization and works with individuals to collectively create a consensus.
- Provides opportunities for stakeholder participation in the life and governance of the school
- Serves as the organizational liaison to legal counsel.
- Serves on relevant committees and councils related to school operations, such as the El Dorado SELPA CEO Council.
- Stays abreast of trends, practices, laws, and other related aspects of education policy.
- Leads the organization in accordance with California Education Code to ensure that the Board of Directors carries out its legal responsibilities and serves the needs and interests of the SDCCS Schools community.

Organizational Growth

- Manages annual strategic planning process to ensure the organization has a long-range strategy that achieves the organizational mission towards which it makes consistent and timely progress.
- Leads the development of SDCCS in collaboration with teachers, staff and parent volunteers.
- Promotes an ethos of volunteerism throughout the organization.

Fundraising & Communications

- Develops a plan for identifying and cultivating new sources of revenue and supervises fundraising staff and volunteers.
- Is able to skillfully and tactfully communicate the organization's approach and philosophy.

- Promotes the organization to key external parties including community partners, the media and other education agencies. Participates in relevant community organizations, such as the Linda Vista Collaborative.
- Serves as the public spokesperson for SDCCS, in close collaboration with the Board President.

Position: Principal

II Educational Responsibilities

Curriculum Development

Knowledge of:

- Special Education
- Constructivist philosophy, approach, and curriculum
- Curriculum development in conjunction with State standards
- District and national assessment tools
- Alternative assessment models

Methods and Practices

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

Staff Development

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

Behavior Support

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

Parent Education

- Facilitates parent education on constructivism
- 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) Maintains 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

Position: 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

Position: Teacher

To the extent required by applicable law for charter schools, teachers in the school will be required to hold a Commission on 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 to meet applicable state certification or licensure requirements 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.

SDCCS will employ highly effective teachers and comply with the Every Student Succeeds Act ("ESSA"). Teachers will meet the requirements of ESSA for any core academic subject as required and in accordance with the timelines given to all public schools. In addition, all teachers at SDCCS shall exhibit the following traits:

- a) Is caring about the wellbeing 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 socioeconomic 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 (where applicable by law)
- h) Core subject teachers will be highly effective

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 views 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
- y) Subscribes to the concept that a successful learning process is a collaborative effort between student, teacher, and home

Instructional Support Personnel

These employees are required to submit fingerprints (Livescan), a current TBrisk assessment, 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.)

Position: 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 prefer some college course credits with a strong proclivity 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: Behavior Logs)
- Work Collaboratively with Teaching and Administrative staff
- Other Duties as Assigned

Non-Instructional Support Personnel

These employees are required to submit fingerprints (Livescan), a current TB risk assessment, 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.)

Position: Enrollment and Accountability Data 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:

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

Position: Lead 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:

- 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 Field Trip Documentation
- Other Duties as Assigned

Position: 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:

- Answering Phones
- Assist Applicants with Applications/Initial Enrollment Procedures
- Maintain Student Records
- Respond to Parent Requests
- Maintain Record Keeping from Excel Files
- Contact Parents for Student Health Issues
- Facilitator for Parents (Contracts)
- Assist Receptionists
- Maintain Student Records
- Other Duties as Assigned

Position: Director of Information Technology and Facilities

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

Duties:

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

ELEMENT SIX: HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to insure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) that each employee of the charter school shall furnish the charter school with a criminal record summary as described in section 44237.
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F)."

San Diego Cooperative Charter School shall comply with all provisions of Education Codes 44237 and 44830.1 and 45125.1. All persons assigned to work at the school will be processed by the Administration and the Business Office 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. The requirements for criminal records review shall meet or exceed District personnel standards.

The School will require initial and ongoing tuberculosis screenings of all employees as well as screenings of all adults assigned to classrooms on an ongoing basis, as required by law. 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 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. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

The School 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, hepatitis B, and varicella as described in Department of Health Services Document IMM-231.

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 has an administration of medication policy (Provided in Parent Handbook, see Appendix). The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

The school provides health screening of pupils' vision and hearing for grades K, 2, 5 and 7 as required by California Education Code 49455.

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

The School maintains a safe environment for students. All visitors to the school are 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 volunteer or campus visitor will be permitted to disrupt the educational program. A specific policy related to on-campus conduct of visitors is included in the appendices provided.

The San Diego Cooperative Charter School has emergency procedures in place and conducts monthly evacuation drills that are documented by the principal. All staff members participate in annual staff development that addresses emergency procedures.

SDCCS - LV is located at 7260 Linda Vista Road San Diego, California and is within the boundaries of the San Diego Unified School District. Premises leased or purchased by the charter school for the operation of the school complies with all applicable zoning, building, fire and safety regulations. The charter school possesses premises liability insurance. 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 Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

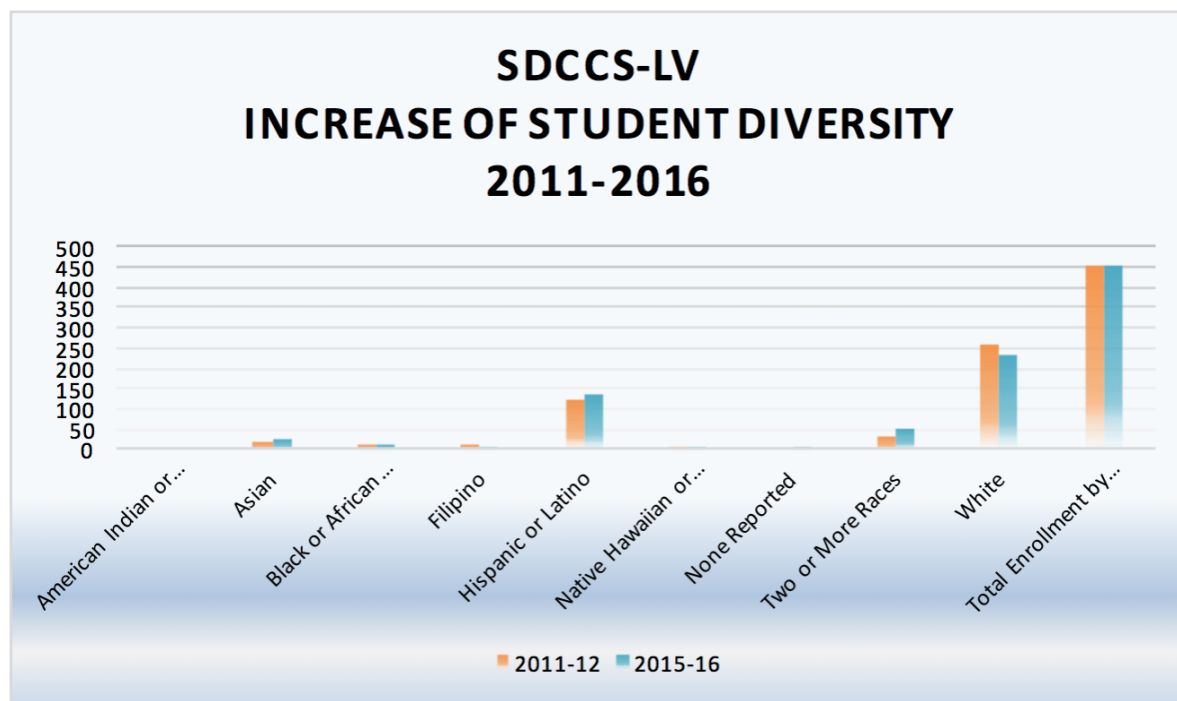
The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents
-

ELEMENT SEVEN – ACHIEVING RACIAL AND ETHNIC BALANCE

The means by which the charter school will achieve racial and ethnic balance among its pupils, reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

With thoughtful and specific efforts, SDCCS -LV is steadily progressing toward a student population that reflects the local community and the authorizing district's diversity. Diversity of the student population has increased by more than 5% since 2011. Today, just over half the school is white. Latino students, and learners that identify with two or more races make up more than 40% of the student population.



SDCCS - LV Enrollment by Ethnicity - Change Over Time (Percent of Total Student Population)

Enrollment by Ethnicity	2011-12	2015-16	Change
American Indian or Alaska Native	0 %	0 %	0%
Asian	3.9 %	4.8 %	+.9%
Black or African American	2.9 %	2 %	-.9%
Filipino	2 %	1.3 %	-.7%
Hispanic or Latino	27.4 %	29.8 %	+2.4%
Native Hawaiian or Pacific Islander	0.4 %	0.2 %	-.2%
None Reported	0 %	0.4 %	+.4%
Two or More Races	6.8 %	10.5 %	+3.7%
White	56.6 %	51 %	-5.5%

Figure 26

Largest Changes Highlighted

Although the racial and ethnic makeup has changed over time, the total enrollment has stayed consistent over the years.

SDCCS – LV Enrollment by Year

Year	P-2 Enrollment
2015-16	453
2014-15	458
2013-14	458
2012-13	448
2011-12	452
2010-11	425

Figure 27

SDCCS efforts to achieve racial and ethnic balance reflective of the general population residing within SDUSD include but are not limited to:

- Currently there are two bilingual staff members located in the office and available for phone and in person translations.
- The charter school application is fully translated in Spanish
- SDCCS website is translated in more than 25 languages with the use of the Google conversion tool that is embedded on the webpage
- The “United Nations Box,” a portable headset to aid in translation services while allowing non or limited English speakers to sit where they prefer, is available for PSA and Board meetings
- Linda Vista community outreach is accomplished via building the community library with free book use and exchange
- Engagement with local schools and the Bayside Community Center
- Collaboration and active participation in the Linda Vista Collaborative - a collaboration of all non-profit, state, county and other governmental and NGO services to inform and support residents of the neighborhood
- School participation and support for the Annual Linda Vista Parade that supports the local arts community

ELEMENT EIGHT: ADMISSIONS POLICIES AND PROCEDURES

Admissions policies and procedures, consistent with [Education Code Section 47605] subdivision (d) –Education Code Section 47605 (b)(5)(H))

Charter schools are public schools of choice. All pupils who wish to attend San Diego Cooperative Charter School are eligible. The following enrollment requirements pertain to all students who apply:

- A parent or guardian must honestly complete and return a simple, non-discriminatory application by the published priority enrollment deadline. Applications received after the published enrollment deadline are placed on a priority specific wait list in the order received, which shall be appended to the lottery wait list, if any.

- The parent/guardian must attend one school tour. It is not required before submitting an application; however, it is mandatory before attending SDCCS. Students may participate in this event, but it is not required. School tours are held regularly throughout the school year at various times in order to accommodate a range of schedules. These tours provide opportunities for families to ask questions and become familiar with our school facility and community.
- The parent/guardian must attend an annual orientation session. Multiple sessions will be provided to accommodate the diverse schedules of those expected to attend. These sessions detail the expectations of the families who elect to enroll at SDCCS and give families additional opportunities to ask questions and become familiar with our charter school.
- Although acknowledged as not an enforceable contract per se, SDCCS asks the student and the parents to affirm that they are familiar with and agree to abide by all policies and procedures set forth in the Parent and Student Handbooks. (Both are included as Appendix items in this document.)
- A parent or guardian must complete and/or provide all documents required for registration in a public school including but not limited to immunization records, proof of residency, proof of age, enrollment form, etc.
- In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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 enable the school to have a balanced and diverse applicant pool.

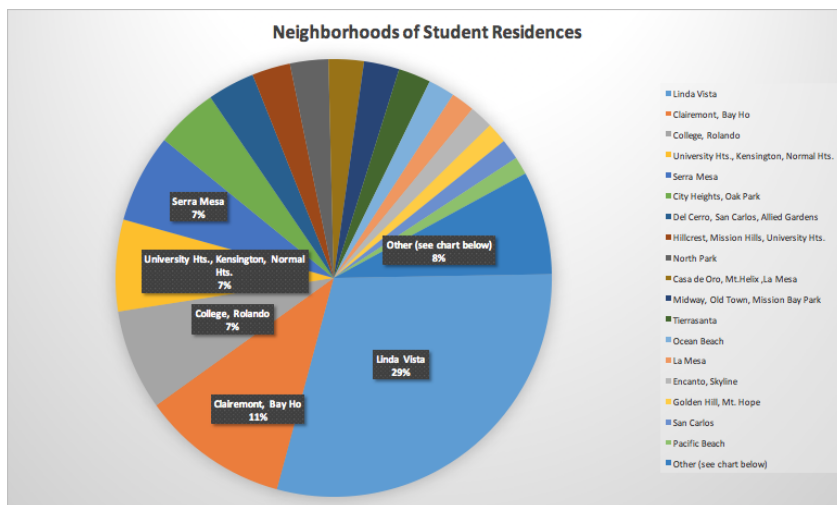


Figure 28

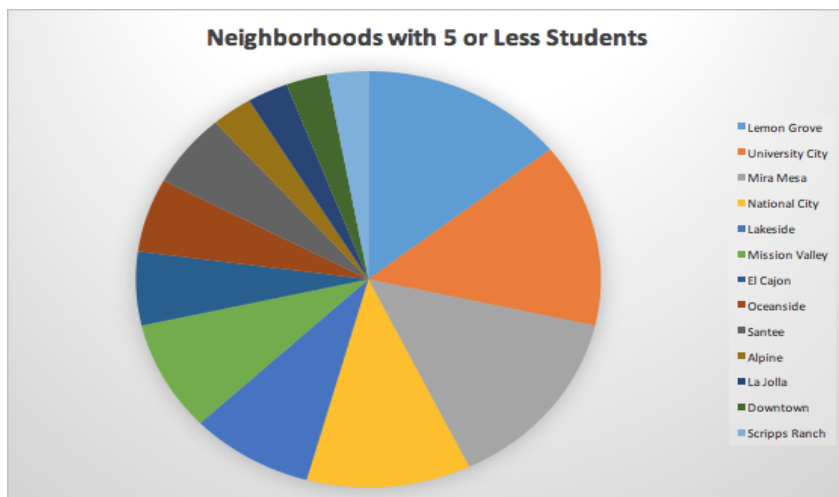


Figure 29

All qualified applicants from the priority enrollment period become members of the applicant pool. Should the number of pupils who wish to attend San Diego Cooperative Charter School exceed the school's capacity, then a lottery shall be held to determine the order of enrollment from each applicant pool. Each campus will have a separate applicant pool and separate lottery to establish priority order for each campus. Enrollment at a specific campus or work as an employee on a specific campus does not give admission priority to another campus within the SDCCS charter. Grade level vacancies are filled in priority order. After continuing students, priority for enrollment shall be as follows:

1. Children of current full-time staff members (not to exceed 10% of total enrollment)
2. Siblings of students admitted to or attending the Charter School
3. Students who are currently enrolled in Emerson/Bandini Elementary School (for the Mountain View campus) or Linda Vista Elementary School (for the Linda Vista campus), and students who reside in the Emerson/Bandini Elementary School (for the Mountain View campus) or Linda Vista Elementary School (for the Linda Vista campus) attendance area (for purposes of the SB 740 Charter School Facility Grant Program)
4. Children of military families, as defined in Education Code Section 49701
5. Students within the boundaries of San Diego Unified School District
6. All other out-of-district students
7. All other students as permitted by law

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

Applications submitted by the priority deadline are placed in lottery pools based on the priorities for enrollment as described in the charter. Each applicant is only eligible for a single lottery pool based on their highest eligibility qualification. Applications are sorted first by grade, then by lottery pool. Copies of applications are copied and placed facedown for existing SDCCS

students to randomly draw from. Five to six current SDCCS students alternate to pull applications and those applications are assigned a number, starting from one. Once each application is assigned a number, open enrollment spaces are offered to applicants until the spaces are filled and the remainder of the applicants are placed on a waiting list in the order which they were drawn. The Principal and a member of the Board of Directors will witness the lottery and will certify that it was random, public and conducted as described above.

All applicants who are accepted will receive notification in writing by U.S. mail. They will receive at least 2 business days to respond to the Enrollment Specialist or Front Office Receptionist either in writing, in person or by phone, fax or e-mail of their intention to accept or decline the offer for enrollment. If there is no response after 2 business days then the vacancy will be considered declined. 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.

ELEMENT NINE: ANNUAL FINANCIAL AUDIT

The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. California Education Code 47605 (g)

Financial Audit

"The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." - California Education Code Section 47605(b) (5) (I)

SDCCS has an impeccable fiscal oversight record with auditors reporting “no findings” in the final report for 6 consecutive years.

SDCCS contracts with an independent auditor for an annual financial audit that will be produced according to generally accepted accounting principles. 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 15 of each year.

Should the audit note any exceptions or deficiencies, the School will follow a procedure whereby the School:

- Informs 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 documentation;
- Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at time of audit submission; and,
- 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.
- The Audit will verify the accuracy of the School's financial statements, attendance, and enrollment accounting practices, and review the School's internal controls. SDCCS will avail itself of the well-tested plans and systems used by its Board of Trustees to provide information for an independent audit.
- In addition, the School will:
 - Prepare and file with the District on or before September 15 and annual statement of receipts and expenditures of the charter school for the preceding fiscal year (Education code section 42100);
 - Prepare and file with the District a preliminary budget on or before July 1, an interim financial report on or before December 15, a second interim financial report on or before March 15, and a final unedited report for the full prior year on or before September 15 (Education Code section 47604.33);
 - Respond promptly to all reasonable inquiries regarding its financial records;
- As a nonprofit public benefit corporation the School will make provisions for the liabilities, debts and financial obligations of the school and will indemnify, defend and hold harmless the district for damages resulting from acts of the school; and,

ELEMENT TEN: SUSPENSION & EXPULSION PROCEDURES

"The procedure by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action.

The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J)."

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. The policies provide 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 is 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. We see all moments in school to be teachable moments and in alignment with our social emotional curriculum we use all situations to practice empathy and create an environment for restorative justice. 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 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 SDCCS handbook.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

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 written description 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 school days, or as soon thereafter as is practicable.

The neutral and impartial Expulsion Committee, presided over by a designated neutral hearing chairperson, will conduct an evidentiary due process hearing in a confidential setting and consider evidence and/or testimony, as it deems appropriate and will provide a written recommendation that shall be in the best interest of the student 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 or an advocate at the hearing before the Expulsion Committee, 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 expulsion 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 comprised of up to three certificated staff members and/or board members. Recommendations from the Expulsion Committee will be forward to the Board of Directors for final determination based upon the Expulsion Committee's recommendation and record of the hearing. The School will notify the District of any expulsions and will forward the student's residence and records. The School will use the District computer-based system (Powerschool) for recording behavior incidences including suspension and expulsion. For special education students, all procedures and disciplinary actions shall comport with applicable state and federal law; e.g., conducting a manifestation determination prior to any expulsion recommendation.

ELEMENT ELEVEN: EMPLOYEE RETIREMENT BENEFITS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." – California Education Code Section 47605(b)(5)(K)

Retirement is an important component of the total compensation for SDCCS teachers. All eligible certificated employees shall participate in the State Teacher Retirement System (STRS) consistent with STRS guidelines. Non- certificated employees shall participate in Social Security, unless an equivalent retirement program is approved by the governing board. In addition, SDCCS may consider the establishment of a 403b or other retirement or deferred compensation program.

The School may establish other retirement plans for employees that include, but shall not be limited to the establishment of section 403(b) or 401(k) plans and will coordinate such participation, as appropriate, with the Social Security system or other reciprocal system.

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” California Education Code Section 47605(b)(5)(L)

San Diego Cooperative Charter School is a school of choice. Parents who elect to enroll their child(ren) at SDCCS have no obligation to do so. Alternatives to enrollment at SDCCS include enrolling at the family’s neighborhood school within their district of residence. Those who inquire at SDCCS are provided with the contact information for the local public schools, or for the district. Transportation to and from school is the sole responsibility of the families who choose to send students to SDCCS. (Parent Handbook?)

ELEMENT THIRTEEN: LEAVE AND RETURN RIGHTS

"The rights of an 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." Education Code Section 47605(b)(5)(M).

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 Schools only. In addition, all other conditions of employment, including wages and benefits, will be as specified in the employment contract with the employee.

Maximum Class Size Limitation:

The charter school will participate in the class size reduction program in grade levels for which adequate funding is received and building facilities can accommodate. 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.

ELEMENT FOURTEEN: DISPUTE RESOLUTION

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

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.

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. An SDCCS Administrator and a District representative shall meet and confer within thirty days of receipt of a written notice of a dispute and will attempt to resolve the dispute. If the matter cannot be mutually resolved or mediated within the above time frame, the charter school and District shall submit the dispute to a mutually agreeable mediator for nonbinding mediation within thirty days after the attempt at informal mediation fails. The format of the third-party mediator aspect of the dispute resolution process shall be developed jointly by the representative and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. Unless jointly agreed, the process involving the assistance of a third-party mediator shall conclude within 30 business days of identifying the mutually agreed to third-party mediator. SDCCS and the District shall share equally the cost of hiring a mediator. SDCCS shall be solely responsible for its attorney's fees and costs associated with dispute resolution.

If the matter is not resolved using the process stated above, both parties agree to continue negotiations in good faith toward a resolution of the dispute.

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

ELEMENT FIFTEEN: SCHOOL CLOSURE

"The procedures to be used if a school closes. The procedures shall ensure a final audit of the charter 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."- California Education Code 47605 (b) (5) (O)

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

(a) Closure of the school will be documented by official action of the San Diego Cooperative Charter Schools Board. The SDCCS Board will designate a responsible entity to conduct closure-related activities.

(b) Notification of the closure of the charter school will be made promptly to parents (guardians of pupils of the school, the authorizing entity, the county office of education, the special education local plan area in which the school participates, the retirement systems in which the school's employees participate (e.g., State Teachers' Retirement Systems and federal social security). The notification of closure will include at least the following:

1. The effective date of the closure;
2. The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
3. The pupils' school districts of residence; and
4. The manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

(d) Transfers and maintenance of all pupil records, all state assessment results, and any special education records will be made to the custody of the responsible entity designated in subdivision (a), except for records and/or assessment results that the charter school may require to be transferred to a different entity. Records will be transferred in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g; 34 CFR Part 99.

- (e) Transfer and maintenance of personnel records in accordance with applicable law.
- (f) Completion of an independent final audit within six months after the closure of the school that may function as the annual audit, and that includes at least the following:
 - 1. An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
 - 2. An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
 - 3. An assessment of the disposition of any restricted funds received by or due to the charter school.
- (g) Disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to, the following:
 - 1. The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.
 - 2. The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
- (h) Completion and filing of any annual reports required pursuant to Education Code section 47605.
- (i) Identification of funding for the closure-related activities.

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

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

Appendix:

- **Multi Year Budget**
- **Cash Flow**
- **Articles of Incorporation**
- **Statement of Information**
- **Active Status of Non-Profit**
- **Bylaws**
- **Conflict of Interest Policy**
- **Complaint Policy**
- **Board Roster**
- **LCAP with annual update**
- **8th Grade Portfolio Essay Sample**
- **Parent Handbook**
- **SDCCS Organizational Chart**
- **WASC Accreditation**