

San Diego Cooperative Charter

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

San Diego Cooperative Charter School (SDCCS) is located in the Linda Vista neighborhood in San Diego. We have completed the construction of a beautiful new building on our campus in Linda Vista that will support our hands-on progressive pedagogy. The total school enrollment at Linda Vista is approximately 430 students this year.

As a K-8 school, we are committed to promoting diversity, equity, and inclusion in all aspects of our community. SDCCS believes that every student has the right to feel included and belonging, and we strive to create a welcoming and supportive environment for all. We are dedicated to providing a high-quality education that meets the needs of all students and we recognize the importance of involving parents in the educational process. We believe in educating the whole child and are committed to addressing the intellectual, social, emotional, and physical needs of each student. Our staff is committed to ongoing learning and development to ensure that we can provide the best possible education for every student.

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.

2022-23 School Overview

Vision: We respect that which makes each child unique and promotes the cognitive, imaginative, creative, social, emotional, and physical development of all students. 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 too to promote a strong social ethic in our student population. At San Diego Cooperative Charter all members of the school community work together to promote the success and critical thinking 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 to ensure that we are effectively utilizing available financial and human resources to maximize student performance and exceed district and statewide standards. The teaching staff believes in educating the whole child and the constructivist pedagogy encourages students to make solid connections in their learning. This program supports building a well-rounded education and offers Dance, Music, PE, Science Lab class, and Art. The Staff provides each child with equal opportunities to achieve an exceptional education.

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	39
Grade 2	41
Grade 3	53
Grade 4	45
Grade 5	56
Grade 6	52
Grade 7	43
Grade 8	50
Total Enrollment	435

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.0
Male	52.0
American Indian or Alaska Native	0.2
Asian	8
Black or African American	5
Filipino	2
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	0.01
Two or More Races	10
White	38
English Learners	17
Foster Youth	0.2
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	42.8
Students with Disabilities	29

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.90	63.82	5313.50	88.64	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.76	51.00	0.85	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.60	13.64	191.10	3.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.53	194.90	3.25	12115.80	4.41
Unknown	4.80	18.22	243.90	4.07	18854.30	6.86
Total Teaching Positions	26.60	100.00	5994.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	21.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

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

Year and month in which the data were collected

September 2019

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

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report

05/2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	51	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	41	N/A	39	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	286	97.61	2.39	51.40
Female	146	144	98.63	1.37	58.15
Male	147	142	96.60	3.40	45.07
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	13	13	100.00	0.00	61.54
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	106	98.15	1.85	37.74
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	41	41	100.00	0.00	51.22
White	116	111	95.69	4.31	62.16
English Learners	45	45	100.00	0.00	18.19
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	61	59	96.72	3.28	32.20
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	79	76	96.20	3.80	30.26

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	286	97.61	2.39	41.75
Female	146	143	97.95	2.05	37.76
Male	147	143	97.28	2.72	45.77
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	13	13	100.00	0.00	69.23
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	105	97.22	2.78	37.50
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	41	41	100.00	0.00	53.66
White	116	112	96.55	3.45	55.36
English Learners	45	44	97.78	2.22	11.36
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	61	59	96.72	3.28	22.03
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	79	76	96.20	3.80	28.17

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	41.05	--	35.99	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	96	96	4	41.05
Female	55	53	96.36	3.64	40.38
Male	45	43	95.56	4.44	41.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	41	95.35	4.65	20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	38	97.44	2.56	63.16
English Learners	15	14	93.33	6.67	7.69
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	23	92	8	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	20

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	95%	95%	95%	95%	95%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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

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

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

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

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	455	449	167	37.2
Female	217	216	79	36.6
Male	238	233	88	37.8
American Indian or Alaska Native	1	1	0	0.0
Asian	19	19	3	15.8
Black or African American	14	14	8	57.1
Filipino	17	17	5	29.4
Hispanic or Latino	159	157	69	43.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	52	52	20	38.5
White	185	181	61	33.7
English Learners	67	67	32	47.8
Foster Youth	1	1	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	194	192	89	46.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	118	115	51	44.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.44	0.06	2.51	0.20	3.17
Expulsions	0.00	0.00	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.44	0.00
Female	0.00	0.00
Male	0.84	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	5.88	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.54	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.03	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

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

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the Principal or Site Administrator, school staff members implement specific school-building security procedures. In addition, staff supports schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance. Principals are available to answer questions and address safety issues by contacting the office or via email.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	22		2	
2	17	2		
3	23		2	
4	27		2	
5	22		2	
6	23		2	
Other	24		4	

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	2	
1	20	1	1	
2	22		2	
3	23		2	
4	23		2	
5	24		2	
6	24		2	
Other	24		4	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	145

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	6
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,286	\$913	\$8,373	\$60,489
District	N/A	N/A	\$8,714	\$87,535
Percent Difference - School Site and District	N/A	N/A	-4.0	-36.5
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	23.8	-34.1

2021-22 Types of Services Funded

The school's general fund includes monies for:

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

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,792	\$51,081
Mid-Range Teacher Salary	\$74,140	\$77,514
Highest Teacher Salary	\$103,272	\$105,764
Average Principal Salary (Elementary)	\$92,000	\$133,421
Average Principal Salary (Middle)	\$92,000	\$138,594
Average Principal Salary (High)	\$95,000	\$153,392
Superintendent Salary	\$125,000	\$298,377
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8