



San Diego **COOPERATIVE CHARTER SCHOOL**

Local Performance Indicator Self-Reflection

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Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0%
Total Teacher Misassignments	0	0%
Vacant Teacher Positions	0	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

San Diego Cooperative Charter School (SDCCS) has selected a combination of assessments to track its progress in implementing the state academic standards. The chosen measures include NWEA Map assessments, CAASPP (California Assessment of Student Performance and Progress), and Orton Gillingham Reading Assessments. These assessments have been carefully selected to provide a comprehensive view of student achievement and inform instructional decisions.

Firstly, SDCCS utilizes NWEA Map assessments to measure student growth in various subject areas, including English Language Arts (ELA) and Mathematics. These computer-adaptive assessments are aligned with the Common Core State Standards and provide detailed information about individual student performance, growth, and areas of strength or weakness. The adaptive nature of the assessments ensures that each student receives questions at an appropriate level, resulting in accurate and reliable data. SDCCS chose NWEA Map assessments for their ability to provide timely feedback and inform personalized instruction, allowing teachers to tailor their teaching to meet the specific needs of each student.

Secondly, SDCCS utilizes the CAASPP assessments, which are administered by the state of California. These assessments measure student proficiency in ELA/literacy, Mathematics, and other content areas aligned with the state academic standards. CAASPP assessments provide valuable information about student achievement at the state and school levels. SDCCS selected these assessments to ensure alignment with the state standards and to monitor the overall progress of its students in comparison to their peers statewide. The results of CAASPP assessments help guide the school's curriculum planning and instructional strategies.

Lastly, SDCCS employs the Orton Gillingham Reading Assessments to specifically evaluate students' reading abilities and identify potential reading difficulties or dyslexia. These assessments are based on the Orton Gillingham approach, which is a structured, multisensory method for teaching reading, spelling, and writing. By using these assessments, SDCCS can identify students who may require targeted intervention or additional support in reading. The Orton Gillingham Reading Assessments help inform the school's specialized reading instruction and enable early intervention for struggling readers.

The combination of NWEA Map assessments, CAASPP, and Orton Gillingham Reading Assessments allows SDCCS to obtain a comprehensive understanding of student progress and ensure effective implementation of the state academic standards. These assessments provide valuable insights into individual student growth, areas of improvement, and areas of strength. The data collected from these assessments is regularly analyzed by teachers, administrators, and support staff to inform instructional decisions, differentiate instruction, and provide targeted interventions where needed.

Based on these selected measures, SDCCS has made significant progress in implementing the state academic standards. The use of NWEA Map assessments has helped track student growth in ELA and Mathematics, ensuring that each student's unique needs are addressed. The CAASPP assessments have provided valuable information about student achievement in comparison to state-level standards, helping SDCCS assess its overall performance. Additionally, the Orton Gillingham Reading Assessments have allowed the school to identify and support students with reading difficulties, ensuring that they receive targeted instruction to improve their literacy skills.

Through the careful selection of these assessment measures, SDCCS demonstrates its commitment to data-driven decision-making and continuous improvement in implementing the state academic standards. The insights gained

from these assessments enable educators at SDCCS to provide high-quality instruction that meets the diverse needs of their students, ultimately supporting their academic success and growth.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language				4	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

San Diego Cooperative Charter School is committed to making significant progress in implementing the academic standards adopted by the California State Board. We firmly believe in the power of education to transform lives and create a brighter future for our students. As a cooperative charter school, we strive to create an inclusive and collaborative learning environment that nurtures the unique talents and abilities of each student.

We understand that the academic standards set by the California State Board are designed to provide a comprehensive and rigorous education for our students. We embrace these standards as a roadmap for academic excellence and are dedicated to ensuring that our curriculum, instructional strategies, and assessments align with them.

Our highly qualified and dedicated teachers work tirelessly to integrate the state standards into their lesson plans, ensuring that students receive the knowledge and skills necessary for success. We believe in a student-centered approach that fosters critical thinking, problem-solving, and creativity. By incorporating the state standards into our teaching practices, we empower students to become active participants in their own learning journey.

In addition to classroom instruction, we recognize the importance of providing a well-rounded education that includes extracurricular activities, field trips, and community engagement. We believe that these experiences complement and enhance the academic standards, providing students with a holistic education that prepares them for the challenges of the future.

We regularly assess student progress and use data to inform our instructional practices, ensuring that each student receives the necessary support and intervention to meet the academic standards. We collaborate with parents and guardians, involving them in their child's education and fostering a strong partnership between home and school.

At San Diego Cooperative Charter School, we are proud of the progress we have made in implementing the academic standards adopted by the California State Board. We remain committed to continuous improvement, seeking innovative approaches and engaging in professional development to enhance our instructional practices.

Through our collective efforts, we are confident that our students will not only meet but exceed the academic standards, becoming well-rounded individuals prepared to succeed in an ever-changing world. We are dedicated to empowering our students to reach their full potential and become lifelong learners who positively impact their communities.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

San Diego Cooperative Charter school is dedicated to fostering strong partnerships with parents and building meaningful relationships between school staff and families. We believe that collaboration and open communication are essential components for creating a thriving educational environment.

We recognize that parents play a crucial role in their child's education, and we actively seek their involvement and input. Through regular meetings, workshops, and parent-teacher conferences, we provide opportunities for parents

to actively engage in their child's learning journey. We value their perspectives and insights, as they have a unique understanding of their child's strengths, needs, and interests.

At San Diego Cooperative Charter, we strive to create a welcoming and inclusive atmosphere where all families feel valued and respected. We understand that each family is unique, with its own cultural, linguistic, and socio-economic background. We celebrate this diversity and work to ensure that all families feel represented and included.

Our dedicated staff members actively build relationships with families, taking the time to listen, understand, and address their concerns. We believe that open lines of communication between teachers, administrators, and families are vital for fostering trust and cooperation. We encourage feedback and welcome suggestions from parents, recognizing that their insights are invaluable for continuous improvement.

Through regular parent-teacher collaborations, we aim to create a strong support system for our students. By involving families in their child's education, we enhance the learning experience both inside and outside the classroom. We provide resources and tools to help parents actively participate in their child's learning, offering guidance on how to reinforce lessons at home and engage in meaningful educational activities.

San Diego Cooperative Charter school believes that when parents and school staff work together as partners, the students benefit greatly. We are committed to nurturing these partnerships and building lasting relationships that contribute to the success and well-being of every child in our school community. Together, we can create an enriching educational experience and empower our students to reach their full potential.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

At San Diego Cooperative Charter Schools, we highly value and actively encourage parents' involvement in our school community through volunteering. We firmly believe that parents play a crucial role in their children's education, and their active participation fosters a strong sense of belonging and support. Our commitment to cultivating a vibrant and engaged school environment extends to providing various opportunities for parents to volunteer and contribute their time and talents.

We recognize that parents have diverse skills, interests, and schedules. To accommodate these differences, we offer a wide range of volunteer opportunities that cater to various preferences. Whether it's assisting in the classroom, organizing extracurricular activities, or participating in fundraising events, there is a role for every parent to contribute meaningfully. By doing so, parents become active participants in their child's educational journey and establish a strong partnership with our dedicated faculty and staff.

Volunteering at our school is not only about fulfilling necessary tasks; it is an expression of our shared commitment to the holistic development of our students. Through volunteering, parents have the opportunity to model the values of service, responsibility, and community engagement for their children. By witnessing their parents' involvement, students gain a deeper understanding of the importance of giving back, empathy, and the power of collective action.

To further reinforce the significance of parents' involvement, we provide ongoing education and resources on the benefits of parental engagement in their child's education. We organize workshops, seminars, and informational sessions to empower parents with the knowledge and tools to actively support their child's academic and social growth. These initiatives strengthen the parent-school partnership and create a collaborative environment where everyone's contribution is valued.

At San Diego Cooperative Charter Schools, we are committed to removing barriers to parental involvement. We understand that balancing work, personal commitments, and volunteering can be challenging. Therefore, we offer flexible scheduling options, remote volunteering opportunities, and diverse roles that accommodate the unique circumstances of our parents. By fostering an inclusive and accessible volunteer program, we strive to ensure that all parents can actively participate in our school community.

In conclusion, parents volunteering at San Diego Cooperative Charter Schools is not only encouraged but celebrated. We deeply value their contributions, recognizing the vital role they play in enhancing our students' educational experience. Through diverse opportunities, ongoing support, and a shared commitment to the growth of

our students, we create a collaborative environment that nurtures academic success, social-emotional development, and community engagement. Together, we build a strong foundation for lifelong learning and create a school community that thrives on the active involvement of parents.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

San Diego Cooperative Charter School is committed to enhancing the engagement of underrepresented families identified during the self-reflection process. Recognizing the importance of Building Relationships Between School Staff and Families, we have implemented strategies to foster meaningful connections and celebrate their involvement.

Firstly, we actively reach out and invite participation from underrepresented families. We understand that these families may face barriers to engagement, and we strive to create a welcoming environment that encourages their involvement. By extending personal invitations, providing clear information about school activities and events, and demonstrating genuine interest in their perspectives, we aim to bridge the gap and foster trust.

Moreover, we acknowledge the significance of language in effective communication. To address this, we prioritize multilingualism within our school community. By hiring staff members who are fluent in the native languages of underrepresented families, we ensure that communication is not a hindrance to engagement. We also offer translation services for important documents and utilize interpreters during meetings and events to facilitate meaningful conversations.

Furthermore, we celebrate the involvement of underrepresented families to recognize their unique contributions. We organize cultural events and celebrations that showcase their heritage, traditions, and experiences. By highlighting their presence and valuing their input, we promote a sense of belonging and pride within our school community.

To ensure the success of these initiatives, we continuously evaluate and improve our practices. We gather feedback from underrepresented families through surveys, focus groups, and individual conversations. This feedback helps us identify areas for growth and tailor our engagement strategies to meet their specific needs.

At San Diego Cooperative Charter School, we firmly believe that every family's engagement is essential for the success of our students. Through proactive outreach, inclusive communication, and the celebration of diversity, we are dedicated to improving the engagement of underrepresented families and building strong, collaborative relationships that benefit the entire school community.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5

Building Partnerships	1	2	3	4	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

San Diego Cooperative Charter School exemplifies unwavering dedication and a strong work ethic. With an unyielding commitment to student success, the school focuses on Building Partnerships for Student Outcomes. Through collaborative efforts with parents, educators, and the community, they create a nurturing environment that fosters growth and achievement. By leveraging these partnerships, the school capitalizes on diverse resources, tailoring education to meet individual student needs. This synergy enhances academic performance, promotes holistic development, and prepares students for a future full of possibilities. San Diego Cooperative Charter School's strength lies in their ability to forge connections that empower students to thrive.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

San Diego Cooperative Charter School is dedicated to continuously enhancing student outcomes through a focused effort on building partnerships with our parent community. To achieve this, we recognize the need to prioritize and improve our approach to educating parents about the crucial impact of school volunteerism on student development. By strengthening our communication channels, organizing informative workshops, and fostering a culture of active involvement, we aim to empower parents with the knowledge and understanding of how their engagement can positively influence their child's educational journey. Through this collaborative effort, we strive to cultivate a supportive environment that maximizes student potential and fosters a sense of community within our schools.

At San Diego Cooperative Charter Schools, we are committed to removing barriers to parental involvement. This is an area of continuous focus and growth. We understand that balancing work, personal commitments, and volunteering can be challenging. Therefore, we offer flexible scheduling options, remote volunteering opportunities, and diverse roles that accommodate the unique circumstances of our parents.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The San Diego Cooperative Charter School is committed to improving the engagement of underrepresented families through various strategies identified during the self-reflection process. Here's how the school plans to enhance engagement and build partnerships for student outcomes:

Direct Communication: The school will implement a proactive approach to communicate with all parents, including underrepresented families. This may involve regular newsletters, emails, phone calls, and text messages to keep parents informed about school activities, events, and important updates. Clear and consistent communication will ensure that parents feel connected and involved in their child's education.

Inclusive Invitations: The school will make a deliberate effort to invite all parents, including underrepresented families, to participate in school activities, parent-teacher conferences, workshops, and events. By extending inclusive invitations, the school aims to create a welcoming and inclusive environment that encourages active involvement from all parents.

Strengthening Teacher-Parent Relationships: The school recognizes the importance of strong teacher-parent relationships in fostering engagement. Teachers will be encouraged to establish open lines of communication with parents, providing opportunities for regular dialogue and feedback. This may include scheduled parent-teacher meetings, conferences, or even informal check-ins to address any concerns or questions.

Valuing Parent Contributions: The school will actively acknowledge and appreciate the contributions of parents, ensuring that they feel valued and respected. This can be done through recognizing parent volunteers, involving them in decision-making processes, and seeking their input on school policies or initiatives. By valuing and respecting parents' perspectives, the school aims to build a sense of ownership and shared responsibility for student success.

Culturally Responsive Practices: The school will strive to adopt culturally responsive practices that recognize and honor the diverse backgrounds and experiences of underrepresented families. This may include incorporating culturally relevant curriculum, celebrating diverse holidays and traditions, and providing language support or interpreters when necessary. Such practices help create an inclusive learning environment where families feel recognized and appreciated.

By implementing these strategies, the San Diego Cooperative Charter School aims to improve engagement and build strong partnerships with underrepresented families. Through direct communication, inclusive invitations, strong teacher-parent relationships, valuing parent contributions, and culturally responsive practices, the school seeks to create an inclusive and supportive educational community where every family feels involved, valued, and empowered to contribute to their child's success.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5

Seeking Input	1	2	3	4	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

San Diego Cooperative Charter school has made remarkable strides in seeking input for decision-making, leveraging educational partner input and local data. This approach has proven to be one of its key strengths. The school recognizes that collaborative decision-making ensures a more comprehensive and representative perspective. By actively engaging educational partners, including parents, students, teachers, and community members, the school has fostered an inclusive environment where everyone's voice is heard and valued.

Through extensive data collection and analysis, the school has demonstrated a commitment to evidence-based decision-making. Local data on student performance, community needs, and educational trends are meticulously examined to inform strategic choices. This data-driven approach has helped the school identify areas of improvement, tailor instructional practices, and allocate resources effectively.

Furthermore, the school's emphasis on seeking input has resulted in increased transparency and accountability. Educational partners are regularly invited to participate in decision-making processes, such as advisory committees, surveys, and town hall meetings. This collaborative approach has not only strengthened the school's relationships with stakeholders but has also empowered them to actively contribute to the school's direction.

By valuing input from a diverse range of perspectives, the San Diego Cooperative Charter school has fostered a culture of shared responsibility and ownership. This approach has led to the development of innovative initiatives, such as community-based projects, interdisciplinary learning opportunities, and student-centered programs. The school's commitment to seeking input for decision-making has resulted in a more inclusive and responsive educational environment.

San Diego Cooperative Charter school has made significant progress in seeking input for decision-making. Its strengths lie in its collaborative approach, data-driven practices, transparency, and accountability. By valuing the input of educational partners and leveraging local data, the school has created an inclusive environment that fosters innovation and empowers all stakeholders. Moving forward, this commitment to seeking input will continue to drive the school's success and positively impact the educational experiences of its students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

San Diego Cooperative Charter Schools (SDCCS) is committed to continuous improvement and values the input of all stakeholders in decision-making processes. As part of our ongoing efforts, we are seeking input to identify our focus areas for improvement. We aim to enhance student achievement, foster a positive learning environment, and promote community engagement. By actively involving students, parents, teachers, and community members, we aspire to address areas such as curriculum development, instructional practices, student support services, and school-wide initiatives. Your valuable input will guide us in shaping a brighter future for our students and ensuring their success. Together, we will create an inclusive, equitable, and dynamic educational experience at SDCCS.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

San Diego Cooperative Charter School is committed to enhancing the engagement of underrepresented families identified during the self-reflection process, particularly regarding seeking input for decision-making. By implementing various strategies, we aim to foster an inclusive and participatory environment. We will actively reach out to underrepresented families, listen to their perspectives, and provide multiple avenues for input, such as surveys, orientations, and advisory committees such as ELAC. By valuing and incorporating their input, we will ensure that decisions reflect the diverse needs and experiences of our community, creating a more equitable and empowering educational environment for all.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

San Diego Cooperative Charter School recognizes the significance of student satisfaction in promoting a positive learning environment. To assess the levels of student satisfaction within our institution, we conducted an extensive survey among our student body. This statement presents a concise analysis of the survey results, highlighting key learnings, disaggregated results (if applicable), and actions taken for continuous improvement.

Key Learnings from the Survey Results:

The survey conducted at San Diego Cooperative Charter School provided valuable insights into student satisfaction. Key findings include:

Overall Satisfaction: The majority of students expressed a high level of satisfaction with their educational experience at our school. This indicates a positive learning environment and reflects the school's commitment to student well-being.

Academic Support: Students reported a high level of satisfaction with the academic support provided by teachers and staff. This finding affirms the dedication of our educators and their impact on student achievement.

Communication: The survey revealed the need for improved communication channels between the school and students. Students expressed a desire for more transparent and frequent communication regarding school policies, events, and opportunities. This feedback prompted the implementation of revised communication strategies.

Disaggregated Results and Insights:

Disaggregated results from the survey provided further insights into areas of strength, growth, challenges, and barriers:

Achievement Gap: The data highlighted an achievement gap between different student subgroups, particularly in academic performance and engagement. This information led to targeted interventions aimed at supporting students who may be at a disadvantage.

Inclusivity and Diversity: Feedback from marginalized student groups emphasized that they felt included and valued at SDCCS. With that said SDCCS has led a comprehensive initiative to promote diversity, equity, and inclusion looking closely at our policies, website, PD and classroom practices.

Barriers to Learning: Efforts have been made to address challenges and ensure equitable access to resources and support services.

Actions for Continuous Improvement:

San Diego Cooperative Charter School have implemented several actions for continuous improvement based on the survey results:

Enhanced Communication Strategies: Revised communication channels, including digital platforms, newsletters, and town hall meetings, were implemented to ensure timely and transparent information sharing with students and families.

Expansion of Before and After Care: The school day was expanded to cater to a broader spectrum of student interests, promoting a vibrant school community and offer before and after school care for all who are in need.

Targeted Interventions for Achievement Gap: Additional academic support, additional study halls, and tailored resources were introduced to address the achievement gap. Ongoing monitoring and assessment will gauge the effectiveness of these interventions.

Focus on Inclusivity and Equity: Professional development programs for staff were developed to promote cultural sensitivity, diversity, and inclusion in the classroom. Curriculum enhancements and initiatives celebrate diverse perspectives.

Conclusion:

The student survey results at San Diego Cooperative Charter School provided valuable insights into student satisfaction, areas of strength, and areas for improvement. Through continuous analysis and action, the LEA aims to enhance student experiences, address achievement gaps, foster inclusivity, and provide an optimal learning environment for all students. By implementing targeted interventions and listening to student feedback, the school remains committed to ensuring student satisfaction and success.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The locally selected measures or tools used by San Diego Cooperative Charter School to track students' access to a broad course of study include grade spans, unduplicated student groups, and individuals with exceptional needs served. These measures help ensure that all students have equal opportunities for enrollment and access to a diverse range of courses and educational resources. SDCCS maintains records and tracks enrollment data for each grade level, monitors the inclusion of various student groups (such as English language learners or students with disabilities), and implements support programs or accommodations for individuals with exceptional needs. These tools enable SDCCS to assess and address any disparities in access to education, promoting an inclusive learning environment for all students.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent

to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

At San Diego Cooperative Charter School, all students have equitable access to and enrollment in a broad course of study. The school ensures that every student, regardless of their background or abilities, has the opportunity to engage in a diverse range of academic subjects and disciplines. Over time, the school has made progress in expanding access to a broad course of study for all students, eliminating any disparities that may have existed. There are no significant differences among student groups in terms of access and enrollment, as the school values inclusivity and equal opportunities for all.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

The San Diego Cooperative Charter School is committed to providing access to a broad course of study for all students. With sufficient funding and resources, a highly qualified teaching staff, sufficient physical space, a robust technology infrastructure, and a wide range of available courses and subjects, the school ensures that all students have equal opportunities to pursue their educational goals.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

SDCCS will continue to ensure that all students have access to a broad course of study by honest and open self reflection and communication with all stakeholders.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of					5

Coordinating Instruction	1	2	3	4	5
their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					5
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					5

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					5

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).				4	
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					5

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					5