

The San Diego Cooperative Charter School
Linda Vista



THE CoOP SCHOOLS

SAN DIEGO | EST. 2002

Submission to SDUSD for Charter Renewal
1/10/2017

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Dear Trustees of the San Diego Unified School District,

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

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

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

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

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

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

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

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

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

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

Cultivating empathic and inspired learners:

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

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

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

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

Respectfully Submitted,



Tom Pellegrino
Executive Director of San Diego Cooperative Charter Schools

AFFIRMATIONS/ASSURANCES

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

§ Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

§ Shall be deemed the exclusive public school employer of the employees of the **San Diego Cooperative Charter School** for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]

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

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

§ Shall admit all students who wish to attend the **San Diego Cooperative Charter School** and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A)-(B)][Office1]

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

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

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

§ Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)][Office2]

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

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

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

Will follow any and all other federal, state, and local laws and regulations that apply to the **San Diego Cooperative Charter School** including but not limited to:

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

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

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

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

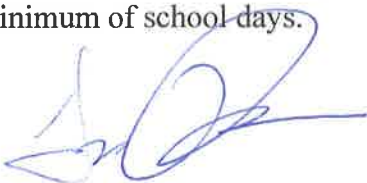
o The **San Diego Cooperative Charter School** shall comply with all applicable portions of the Every Student Succeeds Act (ESSA).

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

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

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

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



Tom Pellegrino, Lead Petitioner

January 10, 2017
Date

Introduction

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

--Micah Ruiz, Eighth Grade Class of 2012

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

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

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

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

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

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

It is for Heidi, who has transformed from a nonverbal, closed-off-from-the-world

Kindergartener to a verbal, roller-derby-ing explorer of her world;

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

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

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

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

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

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

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

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

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

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

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

This is our Why. This is SDCCS.

*Names have been changed to uphold the anonymity of SDCCS students

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

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

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

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

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

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

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

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

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

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

Students enrolled at SDCCS - LV reside in many parts of San Diego County, with a preference given to those in the San Diego Unified School District boundaries. We are proud to serve students from neighborhoods throughout the county, and have seen our population from the Linda Vista Community rise to nearly 30%. The school is located on a district property at 7260 Linda Vista Road, San Diego, CA, 92111. We were approved for a \$28 million reconstruction through Prop 39 and are currently in Phase 1 (planning and permitting) of a planned four-phase project. We are excited to be working with San Diego Unified School District and the Linda Vista community through this project.

Mission

The San Diego Cooperative Charter School supports a progressive, developmentally based, child-centered community for active and collaborative student learning where shared values of family, diversity, relationship, creativity and academic excellence flourish.

Vision

We respect that which makes each child unique and promote the cognitive, imaginative, creative, social, emotional, and physical development of all students. In order to provide high quality educational services, we have built a supportive, cooperative community - a true collaboration of children, families, and school staff, where we embrace diversity and honor the unique contributions of each individual. This environment is intended to enhance the joy of learning for all and to inspire discovery, creativity, and a commitment to lifelong learning.

Our vision is to employ differentiated methods to meet each child's needs and to enable the learner to make connections between the curriculum and the outside world. Knowledge of brain development, multiple intelligences, learning styles as well as strategies for differentiation inform instruction in all classes. Service learning and environmental stewardship are integrated into the curriculum in order to promote a strong social ethic in our student population. At San Diego Cooperative Charter -Linda Vista all members of the school community work together to promote the success of each learner.

Our staff is highly skilled and supported in their endeavors to refine their craft. We continuously monitor our progress toward achieving our goals in order to ensure that we are effectively utilizing available financial and human resources to maximize student performance and exceed district and statewide standards.

As per ed code 47605 the following fifteen elements are addressed.

ELEMENT ONE: Measurement of Student Outcomes

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

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

SDCCS - LV is committed to an educational philosophy that meets the needs of all learners and their families. The Founders made the commitment in 2000 to be the best progressive, developmental and child centered community that we can be. In this charter renewal SDCCS - LV recommits to those goals, to the stakeholders, to continue to serve families and to educate with the mission as the guide. SDCCS - LV’s educational program and pupil outcomes align with the statewide standards and expectations as required by the Charter Schools Act. A commitment to progressive education means that the staff continue to innovate, to use and to pioneer promising practices to support the development of the whole child.

Plan to Educate

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

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

SDCCS - LV program is based on the following elements of success:

- A vision and mission that focus on student-driven learning;
- A constructivist, developmental pedagogy that incorporates arts and movement in an effort to develop the whole child
- Academically rigorous, Curricula based on Common Core Standards;
- Effective and engaging instruction with commitment to providing learning experiences to match student learning styles and needs;
- Structures such as teaching teams to increase and encourage collaboration and learning among staff;
- Professional development that puts skills into a context consistent with the overall school mission;
- Autonomy that allows the Charter School to develop and implement a process of change tied to high standards;
- School size which contributes to a culture of trust and open communications;
- Parent and community involvement in and support for school programs and change efforts;
- Regular measurement of progress detailing student and staff performance; and
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial.

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

SDCCS - LV recognizes that children are going through the most critical times of their lives. Their physical, emotional, and intellectual needs are woven together. These are the years when children are seeking answers to fundamental questions of life and are deciding on values and standards that will largely determine their behavior in the future. SDCCS - LV meets the educational needs of students and provide them with the necessary tools to succeed in their future endeavors. Staff utilizes a curriculum based on the constructivist approach to education. Constructivist theory is based on the research of the well-regarded, cognitive theorist, Jean Piaget, philosopher and social theorist, John Dewey, and developmental theorist, Lev Vygotsky. Constructivists support the understanding that children want to learn and each learner controls his/her own learning. Students learn through involvement and action in the learning process. A constructivist classroom is designed to stimulate a quest for knowledge through active inquiry. The active approach to learning becomes a habit that continues throughout the students' lives.

SDCCS - LV uses Common Core standards to guide our instruction. It is the teacher's role to evaluate the needs and interests of the students in responsive classrooms and integrate the curriculum in meaningful ways to promote higher meaning. Through Universal Design lesson planning SDCCS - LV Staff provides multiple entry points and supports for all learners. Project - based learning is an essential part of the school's philosophy and a prime component in the student culture. In different ways, multiple times a year, every grade practices the steps of planning, researching, preparing and completing a project that interprets, synthesizes and shares

student learning and understandings. Teachers are very supportive in providing audiences for class museums, wonder fests, theme projects, etc. Because all students take turns on both sides of presentations like these, students really enjoy learning from and teaching others across grade levels.

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

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

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

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

Reading:

Nancy Atwell - The Reading Zone

Words Their Way

Fontas and Pinnell - Guiding Readers and Writers, Guided Reading

Writing:

Lucy Calkins Units of Study

Nancy Atwell - In The Middle

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

Stephanie Harvey - Nonfiction Matters, Strategies That Work

Math:

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

John Van de Walle - Elementary and Middle school Math, Teaching Student Centered Math

Marilyn Burns - About Teaching Math

Math Solutions - Supplemental Units to support grade - specific units of study

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

Sullivan and Lilburn - Good Questions for Math Teaching

Kathy Richardson

The school's differentiated approach takes into consideration the differences in abilities, development, language and learning styles of our students. Thoughtful lesson design supports

the needs of all students including English language learners, students who are accelerated and students who need additional scaffolding or accommodations to successfully access the curriculum. The needs of students with disabilities are met through special education services and an Individualized Education Plan (IEP) as well as well crafted Universal Design lesson plans that thoughtfully reach all learners.

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

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

Addressing All Student Needs

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

Teaching staff believe in educating the whole child and the constructivist pedagogy encourages students to make solid connections in their learning. This program supports building a well-rounded education and offers Dance, Music, PE and Art at all grade levels. The Staff provides each child with equal opportunities to achieve an exceptional education.

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

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

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

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

ns
School Conditional Growth Percentile
99
62
57
99
99

MAP Reading Computer Adaptive Assessment Results
Spring 2015 to Spring 2016

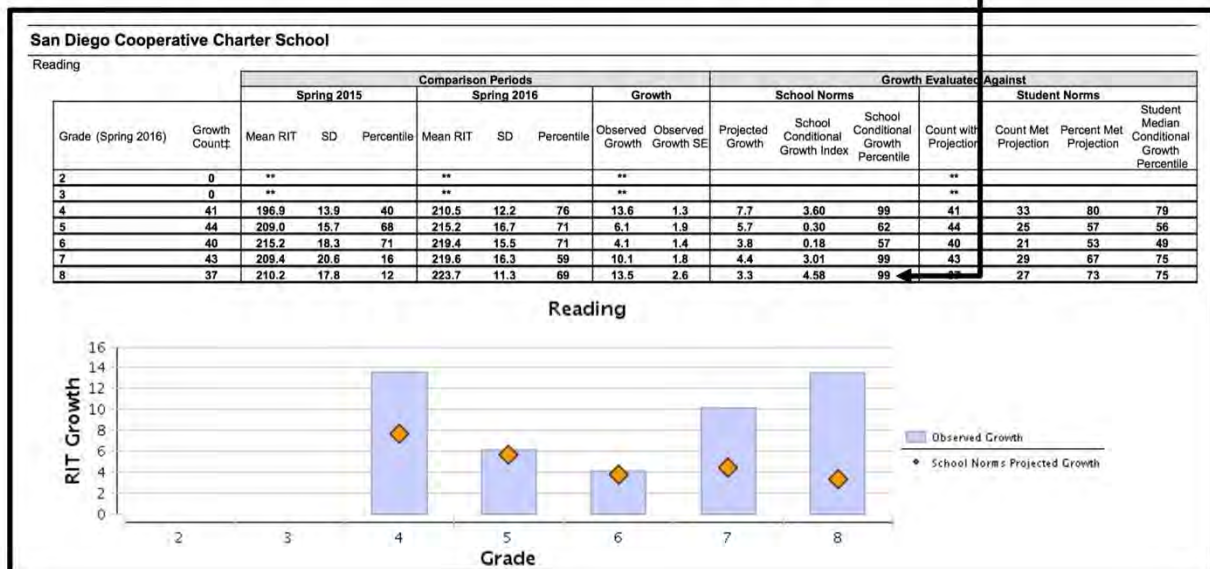


Figure 1

MAP Mathematics Computer Adaptive Assessment Results Spring 2015 to Spring 2016

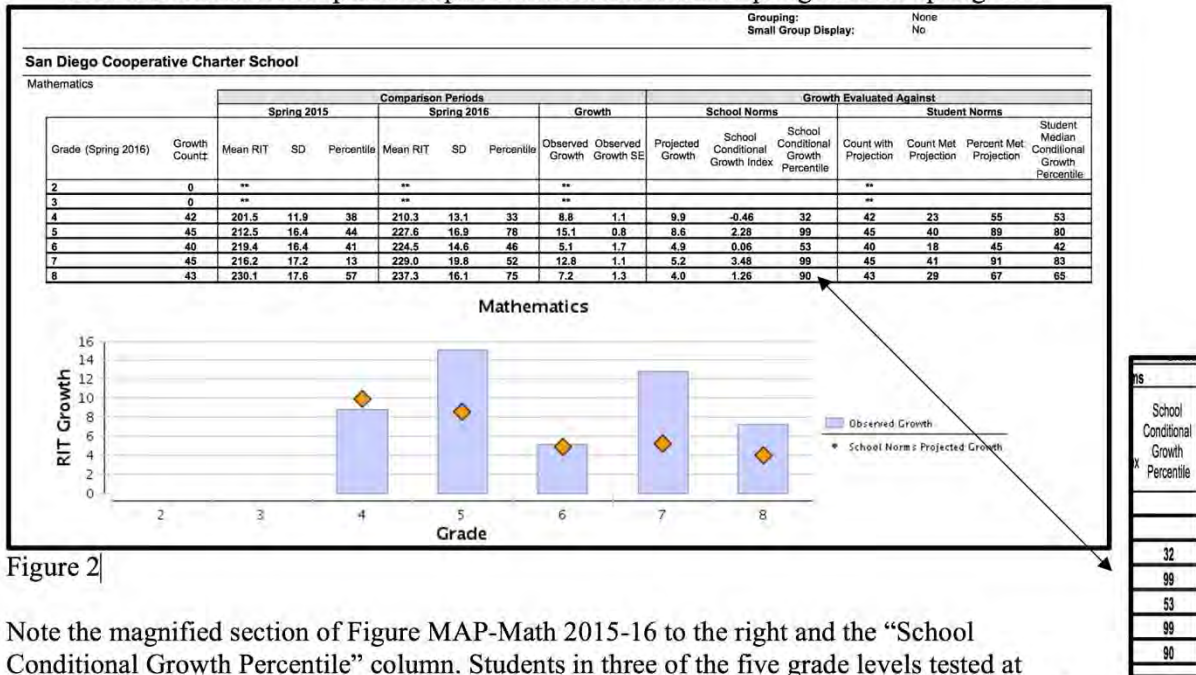


Figure 2

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

Advanced Student Studies

SDCCS - LV recognizes the individual needs of each student and provides a rigorous, standards-based, individualized academic program for all students including students who are achieving substantially above grade level. Students who are achieving above grade level work within the regular classroom setting in heterogeneous groups and are provided with instructional materials that match their level of performance. At this time, additional opportunities include small group instruction, supplemental coursework as well as advanced curricular classes offered at the middle school level. Some examples of high school leveled courses offered are Spanish 1-2, Integrated Math 1 as well as Advanced Coding. Differentiation for SDCCS - LV is defined by finding and developing learning opportunities that relate to, inspire, and challenge all students.

English Language Learners

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

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

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

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

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

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

Figure 3

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

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

English Language Arts CAASPP Scoring Categories and Ranges

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

Figure 4

SDCCS – LV will be transitioning from CELDT testing in 2018 to the English Language Proficiency Assessment for California (ELPAC).

Special Education

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

Individual Student Identification

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

SDCCS - LV serves a diverse population making sure to provide services and supports fulfilling the needs of the federal and state special education laws. Staff monitor and support the needs of all individual learners. There is a strong belief in inclusion by staff; the corresponding practice of inclusion allows all students at SDCCS - LV to learn in a general education setting with supports to allow for social and curricular access. Students with IEP's are supported by highly trained Teachers, Case Manager and Instructional Assistants. Additional services that can be accessed, as deemed necessary, through an IEP, are Speech/Language Pathologist, Counseling, Occupational Therapy, Adaptive Physical Education Therapy, Physical Therapy, and Assistive Technology. These related services are provided through our school for students with identified specific needs.

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

English Language Arts CAASPP- Students with a Disability Performance Levels

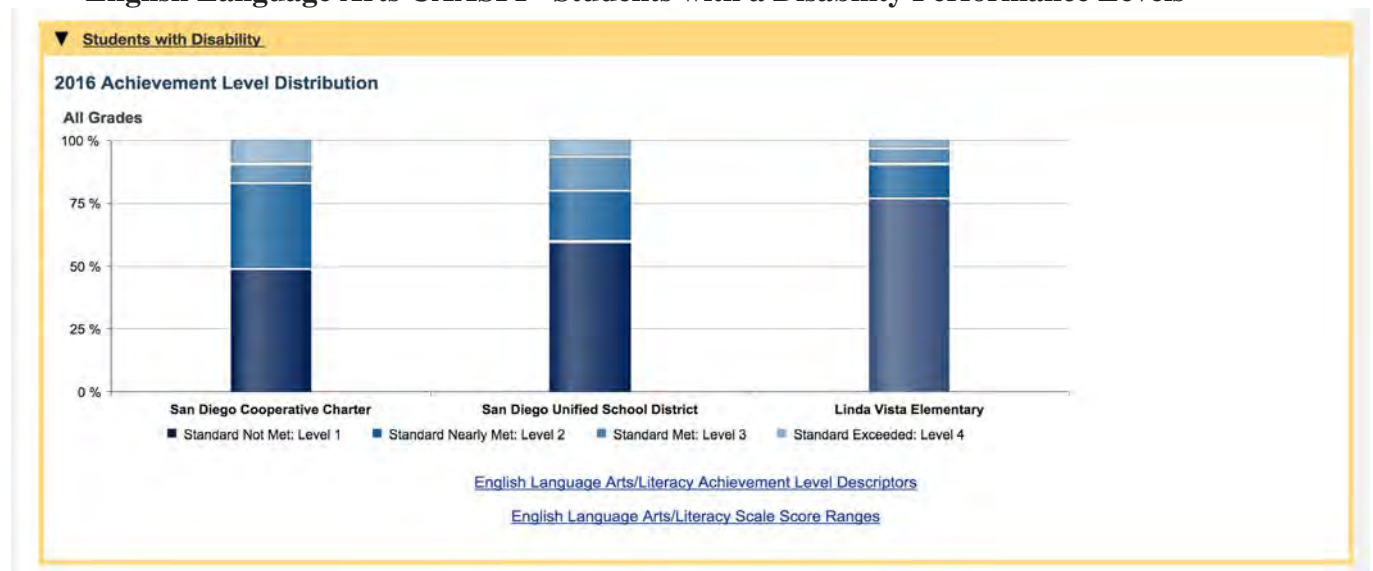


Figure 5

Mathematics CAASPP- Students with a Disability Performance Levels

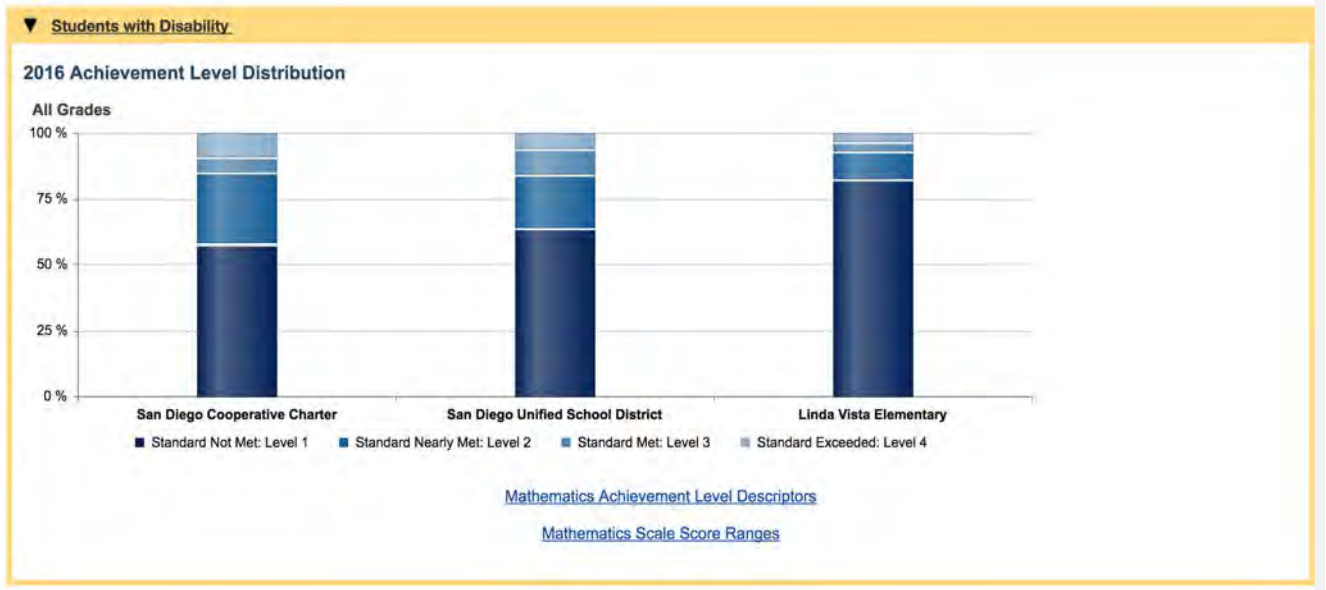


Figure 6

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

Initial Identification and Reevaluation

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

Individualized Education Plans

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

Special Education Program Evaluations

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

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

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

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

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

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

Student diversity is embraced at SDCCS – LV and with that diversity comes responsibility. It is important to consider all students and track their learning to ensure that their needs are being met. Discussed above are students with disabilities, and English Language Learners other

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

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

Figure 7

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

What It Means To Be An Educator of Changemakers

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

Criteria for Renewal: Student Achievement & Data Overview

Criteria for Renewal

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

“(A) The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important

factor in determining whether to grant a charter renewal.

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

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

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

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

(i) Documented and clear and convincing data.

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

(iii) Information submitted by the charter school.”

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

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

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

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

Figure 8

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

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

ELEMENT TWO: Measureable Student Outcomes

47607 "The measurable pupil outcomes identified for use by the charter school. Pupil outcomes' for purposes of this part means the extent to which all pupils of the school demonstrate that they have attained skills, knowledge, and attitudes specified as goals in the school's educational program."

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

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

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

SDCCS – LV Demonstrates Progress Toward Mastery

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

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

SDCCS - LV API Growth from 2011-2013

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

Figure 9

CAASPP 2016 - A Basic View

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

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

Figure 10

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

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

Figure 11

Comparative Performance & Growth

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

**2015 to 2016 Growth Comparisons by Percentages in Standard Levels & Mean Scaled Score
English Language Arts CAASPP (5th Grade Non-Cohort)**

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

Figure 12

Figure 12 shows that SDCCS – LV have the highest percentage of students that exceeded or met ELA standards with 68% in 2016. Furthermore, SDCCS – LV earned the third highest growth of the cohort schools from year to year with 12% more of the grade level meeting or exceeding the standard in 2016. Lastly, the mean scaled score growth of 26 points is commendable.

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

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

Figure 13

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

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

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

Figure 14

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

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

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

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

Figure 15

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

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

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

Figure 16

SDCCS – LV shows the second highest performance with all grades combined among comparison schools. A note of caution with these comparisons. Combining 3rd-8th grade performance for SDCCS – LV and comparing those scores to 3rd – 5th grade or 3rd-6th grade performance for the elementary schools in the comparison table can be problematic. This typically will not be favorable to the schools with higher grade levels (SDCCS & Montgomery Middle School) because meeting grade level standards is typically more difficult in middle and high school grades. However, there is a major counter effect in that SDCCS – LV’s student population is comprised of approximately 28% socioeconomically disadvantaged students compared to 57% at Toler Elementary and 96% at Linda Vista. Lastly, the developmental and constructivist-based educational program design can have student test performance in 3rd-5th grade trail traditional educational programs. However, students typically catch up to and many surpass peers in traditional schools by 6th-8th grade depending upon individual development rates. Considering the developmental nature of the SDCCS - LV educational program, our data supports the idea that students not only catch up to expected academic performance levels, but exceed them.

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

MATH CAASPP 2016 Performance Levels (All Grades Combined)

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

Figure 17

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

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

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

Figure 18

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

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

Figure 19

Plan for Continued Growth In Response to Data

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

Lifelong Physical Health

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

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

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

Fitnessgram – National Physical Fitness Exam for 5th Grade Students

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

Figure 20

Fitnessgram – National Physical Fitness Exam for 7th Grade Students

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

Figure 21

(2015-16 data is not yet available)

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

The 8th grade graduation portfolio is one of the ways SDCCS - LV measures student growth against charter outcomes. At the culmination of students’ experiences at SDCCS - LV the students are asked to conduct an 8th Grade Exit Portfolio. This arduous process asks the students to reflect on their growth and change in the above listed outcomes. The students write six essays proving deep reflection on their academic growth, cultural awareness, physical fitness, artistic expression, community service and personal growth. In addition to the essays the students are asked to provide evidence for each section and complete a panel presentation and question session. This rite of passage has been finely tuned throughout the years, these adolescents practice self-reflection and profoundly consider the world around them and their changing roles as they prepare for high school. The social emotional learning that is embedded in the unit design promotes tolerance and acceptance. SDCCS - LV students know the process will be challenging, but that teachers, support staff, and volunteers will do whatever it takes to support every child to be prepared to succeed. To this point, there has never been a student who did not pass the 8th Grade Exit Portfolio. Many of the students report back to us after their graduation that it was a life changing event for them.

SDCCS - LV 8th Grade Portfolio

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

Figure 22

Everyone is an Artist

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

Student Engagement and Attendance

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

Accountability and Accreditation

- WASC. The Western Association of Schools has reviewed our program and granted SDCCS - LV an initial accreditation. The reviewers' comments were highly complimentary and noted the dedication, passion and consistency of the SDCCS - LV staff as well as our wonderfully differentiated program that meets the needs of all students.
- District Annual Site Review Visits. Each year, staff from SDUSD visit SDCCS - LV to review our programs. SDCCS - LV recognizes that we are growing and the addition of our new Executive Director is allowing us to streamline our communications and collaboration with the district.
- Ashoka Changemaker School-through the Empathy Initiative, the first K-8 school in Southern California to achieve this status.

ELEMENT THREE: METHOD FOR MEASURING PROGRESS

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

Measuring Student Outcomes:

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

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

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

Following are the LCAP goals and objectives for SDCCS – LV

SDCCS – LV LCAP Goals 2015-19

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

Measureable Expected Outcomes

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

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

Measurable Expected Outcomes

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

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

Measurable Expected Outcomes

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

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

Measurable Expected Outcomes

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

Figure 23

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

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

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

Figure 24

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

Figure 25

Curriculum Materials Used to Achieve Student Outcomes

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

ELEMENT FOUR: GOVERNANCE

"The governance structure of the school, including, but not limited to, the process to be followed by the school to insure parental involvement."

Organized as a nonprofit public benefit corporation:

The San Diego Cooperative Charter School - Linda Vista shall be a public charter school within the San Diego Unified School District operating in collaboration with the San Diego Unified School District, but operating as a separate legal entity independent of San Diego Unified School District. Its operational management shall be the responsibility of a non-profit organization which shall operate within the terms and conditions specified in this petition. (The bylaws and Articles of Incorporation have been included as appendix items.) As provided for in the California Corporation Code, its Board of Directors, whose members have a legal fiduciary responsibility for the wellbeing of the school, will govern San Diego Cooperative Charter School - Linda Vista (SDCCS - LV).

The San Diego Cooperative Charter School - Linda Vista will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, or disability.

The school will comply with all federal, state, and local laws that are applicable to California charter laws. The school will obtain its own general liability, workers compensation, unemployment insurance program, and payroll system.

Material Revisions:

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

Name changes or variations in naming conventions will not be considered material revision.

Governance:

The Theresa Hessling Charter School Project, DBA San Diego Cooperative Charter School - Linda Vista (SDCCS - LV) is constituted as a California Nonprofit Public Benefit Corporation pursuant to California law. Its operational management shall be the responsibility of SDCCS-LV which shall operate within the terms and conditions specified in this petition. The full legal name of the nonprofit organization is the "Theresa Hessling Charter School Project". SDCCS - LV agrees that the San Diego Unified School District shall not be liable for, and that SDCCS - LV shall defend, indemnify and hold harmless the District, its officers, agents or employees from any liability for injuries to person or property arising from any act or omission of the charter school, its directors, officers, agents, employees, or students while subject to the supervision of the charter school. The San Diego Unified School District shall not be liable for any of the debts or financial obligations of the charter school. SDCCS - LV will be governed pursuant to its Bylaws, as subsequently amended pursuant to the amendment process specified in the Bylaws. The governing body of the nonprofit organization shall be the governing board of SDCCS - LV.

SDCCS - LV will comply with all federal law and state laws applicable to charter schools. It will retain its own legal counsel when necessary. It will purchase and maintain general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies.

Responsibilities of the Board of Directors:

SDCCS-LV's governing board will comply with all applicable provisions of the Brown Act. SDCCS-LV will also comply with the Public Records Act, Political Reform Act, and will also implement measures to ensure that it will not enter into contracts or other agreements which will result in a financial benefit to any board member or school administrator or personnel (excluding compensation received for services rendered in the course of employment.) To that end, SDCCS-LV shall comply with all applicable conflict of interest laws. SDCCS - LV shall ensure the minutes of each board meeting will reflect the measures taken to ensure that no board member or administrator receives any financial benefit from any contract or agreement entered into by the charter school. The Board's major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, contracting with outside sources for operations oversight and audit, receiving funds for the operation of the school in accordance with the charter school law, solicitation and receipt of grants and donations consistent with the mission of the school, approving the school's personnel policies and monitoring their implementation, selecting and evaluating the Executive Director and management staff of the school, and all other responsibilities provided for in the California Corporations Code, the Articles of incorporation, Bylaws, or this Charter necessary to ensure the proper operation of the school and in compliance with the conflict of interest provision as described in the Bylaws. (Articles of Incorporation and Bylaws are included as an Appendix item in this document.) As of 2013, the Board of Directors oversees two schools, SDCCS – LV and SDCCS – MV (Mountain View).

The School's governing board will consist of not more than fifteen (15), and not less than seven (7) active and effective representatives of school stakeholders including, but not limited to parents/guardians, members of the parents' association, certificated staff members, the post-secondary education community not affiliated with SDCCS, the business community, as well as other sectors of the larger San Diego community. No more than 49% of the Board may be financially “interested” parties as that term is defined in the Corporations Code

Parents Staff Association:

The Parent Staff Association (PSA) administers the parent-participation program in the operations of the school, provides input to the Principal and the Board of Directors on school operations, LCAP goals and accountability, plans and conducts fund-raising, and serves as a support network for school families. Current families serve as mentors to families who are new to the school.

A key goal of our school is that of empowering parents as educational partners. Parents should feel that their voice and participation at the school influences the development of every aspect of

the school and its components. Parents have the opportunity to participate in a variety of meaningful ways at the school site.

A central tenet of SDCCS - LV is active parental involvement, both hands-on in the classroom and in advisory roles as well. Parents are involved at almost every level of management and operations. SDCCS - LV has developed policies and procedures governing parent participation. These include the optimal, cumulative number of hours of service set as a goal from the parent body in an academic year, and the most critical activities and jobs to be carried out by parents.

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

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

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school."

Prior to the first day of employment, all employees of the School who may have contact with students are required to submit fingerprints (Livescan), a current TB test, and a signed copy of a "Statement Acknowledging Requirement to Report Suspected Child Abuse". (Copies of the Personnel File Checklists for all SDCCS-LV Employees are included in the Appendixes.)

I Administrative Qualifications

The Administration at the San Diego Cooperative Charter School - Linda Vista shall include the Executive Director, Principal and any other necessary positions who would report to the Principal such as a Vice Principal. All administrators shall exhibit the following leadership traits and credentials:

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

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

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

PREFERRED QUALIFICATIONS

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

DESIRED SKILLS AND ABILITIES

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

- Maintains confidentiality and exhibits sound judgment

DUTIES AND RESPONSIBILITIES

Leadership

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

Organizational Growth

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

Fundraising & Communications

- Develops a plan for identifying and cultivating new sources of revenue and supervises fundraising staff and volunteers.
- Is able to skillfully and tactfully communicate the organization's approach and philosophy.
- Promotes the organization to key external parties including community partners, the media and other education agencies. Participates in relevant community organizations, such as the Linda Vista Collaborative.
- Serves as the public spokesperson for SDCCS-LV, in close collaboration with the Board President.

Position: Principal

II Educational Responsibilities

Curriculum Development

Knowledge of:

- a) Special Education
- b) Constructivist philosophy, approach, and curriculum
- c) Curriculum development in conjunction with State standards
- d) District and national assessment tools
- e) Alternative assessment models

Methods and Practices

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

Staff Development

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

Behavior Support

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

Parent Education

- t) Facilitates parent education on constructivism
- u) Facilitates educational workshops based on need for parents and volunteers

III Communication Responsibilities

General Relations

- a) Ensures proactive clear communication with Administration, Staff, and Board
- b) Updates the SDCCS community on pertinent information in a timely fashion
- c) Demonstrates effective, diplomatic communication based on the communication policy of the school.
- d) Resolves conflicts and disputes based on school policy.

Board Relations

- e) Works with Board and attends Board meetings
- f) Provides the Board “The Principal’s Report,” a complete written status report to be presented at all regularly scheduled Board Meetings

District and Community Relations

- g) Works with District to secure needed resources
- h) Networks with community funding resources.

Parent Relations

- i) Supports and promotes school wide efforts including outreach and fundraising
- j) Communicates effectively with parent body
- k) Possesses knowledge of individual parent and student needs
- l) Encourages and motivates parent participation to meet volunteer hour requirements.
- m) Conducts surveys for parent feedback and publishes results in the school newsletter

Staff Relations

- n) Maintains positive environment
- o) Acts as liaison/mediator between all members of the SDCCS - LV community
- p) Clarifies and resolves personnel issues

IV Supervision

Staff Supervision

- a) The Principal oversees the Business Manager and other administrative positions to ensure completion of all job responsibilities
- b) Evaluates teachers and provides feedback
- c) Provides opportunities for teacher leadership
- d) Articulates an active supervision model which encourages high staff performance and supports individual teaching styles
- e) Oversees staffing responsibilities
- f) Creates and updates an Employee Handbook which includes personnel policies
- g) Trains, monitors, and evaluates recess staff in behavioral expectations and student safety
- h) Ensures adequate staffing and training for Extended Day Care Program

School Supervision

- i) Ensures campus safety and orderliness
- j) Creates and implements a school wide emergency plan
- k) Ensures compliance with school safety needs

Special Education Supervision

- l) Meets regularly with on site special education personnel.
- m) Requests monthly report from special education personnel outlining the amount of time each has spent with special education students and parents as correlated with IEP mandates.
- n) Holds special education personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents

School Committees and PSA

- o) Attends all meetings of PSA and all committees
- p) Provides support and timely information to facilitate the achievement of committee goals

V Strategic Planning Oversight

- a) Conducts an Annual Needs Assessment based upon the previous year's Annual Performance Audit, which measures student and staff performance.
- b) Leads the school in assessing long- and short-term needs based on staff, committee, and community input
- c) Articulates the means by which the school's programs can be developed to realize the charter's vision
- d) Communicates and collaborates with school community to meet planning needs

Program Quality Review

- e) Maintains WASC Accreditation
- f) Conducts Self-Study and Report Generation
- g) Ensures that the school is led in a comprehensive PQR cycle (or equivalent) in subsequent years

Position: Business Manager

VI Business Manager Responsibilities

The primary interest of business management at the San Diego Cooperative Charter School is to utilize resources effectively by aligning all financial, funding, physical plant, and data collection practices with the educational improvement strategies of the school.

Development

- a) Identifies grant sources and oversees execution process
- b) Implements school-wide fundraising opportunities
- c) Motivates school community to develop fundraising opportunities
- d) Networks possible funding sources
- e) Maintains database of contributors and contacts, and performs follow up
- f) Seeks new sources of funding on an ongoing basis, and cultivates current sources
- g) Oversees State, County and District funding requests
- h) Integrates fundraising/development efforts into the long term goals of the school
- i) Finds resources within parent community to support development efforts
- j) Creates building fund and promotes publicity regarding future site plans to generate fundraising specific to such plans

Finance and Accounting

- k) Creates and manages budget with direction from Principal and Budget Committee
- l) Creates detailed reports on school's financial status and submit at regularly scheduled Board Meetings
- m) Manages payroll and benefits
- n) Manages contracts

Physical Plant

- o) Interfaces with building management
- p) Oversees maintenance and janitorial services
- q) Maintains code compliance
- r) Implements computer technology maintenance and support

- s) Manages purchasing and inventory

Data Management

- t) Oversees maintenance of website
- u) Oversees records management including parent surveys, student records, Extended Day Care, staff credentials, parent volunteer hours
- v) Oversees attendance reporting process in order to maximize funding

Position: Teacher

To the extent required by applicable law for charter schools, teachers in the school will be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. As provided by law, the school may exercise flexibility with regard to those teaching non-core, non-college preparatory courses. All requirements for employment set forth in applicable provisions of law will be met, including but not limited to credentials as necessary. Certificated employees will be required to submit copies of transcripts, credentials, documentation of work history and documentation of professional development to meet applicable state certification or licensure requirements for inclusion in the individual's personnel file and to be used to document that state and federal requirements. All certificated staff will be given a memorandum noting any documents that require renewal as a condition of employment. These memorandums will be provided prior to the start of each school year, once mid-year and again at the end of the year.

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

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

Certifications

- g) Possession of a California teaching credential (where applicable by law)
- h) Core subject teachers will be highly effective

Knowledge Of:

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

Professionalism

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

Methods and Practice

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

Instructional Support Personnel

These employees are required to submit fingerprints (Livescan), a current TB test, and a signed copy of “Statement Acknowledging Requirement to Report Suspected Child Abuse”. (Copies of the Personnel File Checklists for all SDCCS - LV Employees are included in the Appendixes.)

Position: Instructional Assistant

Qualifications: Experience working with children ages 5-14 required; knowledge of child development specifically of physical, emotional, and academic patterns as it relates to the subject area; knowledge of general learning theories and curriculum development with an emphasis on Piaget, Erikson, and other developmental theorists. Must be child-centered and focused on the academic, personal, and social development of all students. Must have a professional manner and appearance and be open to input and feedback regarding professional growth and performance. Willingness to participate in additional adult-learning opportunities based on school focus areas. All positions in this category prefer some college course credits with a strong proclivity for candidates who are seeking a career in the field of education.

Job Duties:

- Supervision of students during recreational periods.
- Assist with academic instruction with the guidance of teaching staff
- Develop lessons for supplemental instruction in art, music, language and physical education
- Maintain Student Records that Pertain to this Position (Re: Behavior Logs)
- Work Collaboratively with Teaching and Administrative staff
- Other Duties as Assigned

Non-Instructional Support Personnel

These employees are required to submit fingerprints (Livescan), a current TB test, and a signed copy of "Statement Acknowledging Requirement to Report Suspected Child Abuse". (Copies of the Personnel File Checklists for all SDCCS Employees are included in the Appendixes.)

Position: Enrollment and Accountability Data Specialist

Qualifications: Must be detail oriented and have strong computer skills; experience working with student records and confidential information required; college degree strongly preferred.

Job Duties:

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

Position: Lead Clerk

Qualifications: Outstanding customer-service skills required; experience working with children in educational settings and experience working with confidential information preferred.

Minimum education level high school graduate, some college preferred

Job Duties:

- Answer Phones
- Assist Applicants With Applications/Initial Enrollment Procedures
- Maintain Records
- Respond to Parent Requests
- Sort and Distribute Mail
- Complete Office Supplies Order via Internet
- Complete Health Office Supply Order
- Assist Office Clerk
- Organize and Assist Field Trip Documentation
- Other Duties as Assigned

Position: Clerk

Qualifications: Outstanding customer-service skills required; experience working with children in educational settings and experience working with confidential information preferred.

Minimum education level high school graduate, some college preferred

Job Duties:

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

Position: Director of Information Technology and Facilities

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

Duties:

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

ELEMENT SIX: HEALTH AND SAFETY PROCEDURES

47605 (b) (5) (F)"The procedures that the school will follow to insure the health and safety of pupils and staff. These procedures shall include the requirements that each employee of the school shall furnish the school with a criminal record summary as described in section 44237."

San Diego Cooperative Charter School - Linda Vista shall comply with all provisions of Education Codes 44237 and 44830.1 and 45125.1. All persons assigned to work at the school will be processed by the Administration and the Business Office and will be required to submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The requirements for criminal records review shall meet or exceed District personnel standards.

The School will require initial and ongoing tuberculosis screenings of all employees as well as screenings of all adults assigned to classrooms on an ongoing basis, as required by law. Contractors and consultants who will have regular contact with students will be required to submit results of a recent TB test and a criminal background check prior to employment as contractors or consultants with the School.

The School will follow mandated child abuse reporting provisions pursuant to Penal Code sec. 11165.7 et seq. Additionally, all staff members who are subject to this provision will participate in annual training regarding their responsibilities as mandatory reporters.

The School will require all enrolling students to provide documentation of immunization in accord with requirements of the Health and Safety Code Sections 120325-120375 and CA Administrative Code Section 6000-6075. This includes immunizations for polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, hepatitis B, and varicella as described in Department of Health Services Document IMM-231.

The School will require all students enrolling to submit documentation of a health exams and dental exam as dictated by their age and grade level and required by law.

The School has an administration of medication policy (Provided in Parent Handbook, see Appendix).

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

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

The School maintains a safe environment for students. All visitors to the school are required to check-in in the main office and register in the visitor's log book. All school visitors are required to wear a visitor or volunteer badge while on campus. No volunteer or campus visitor will be

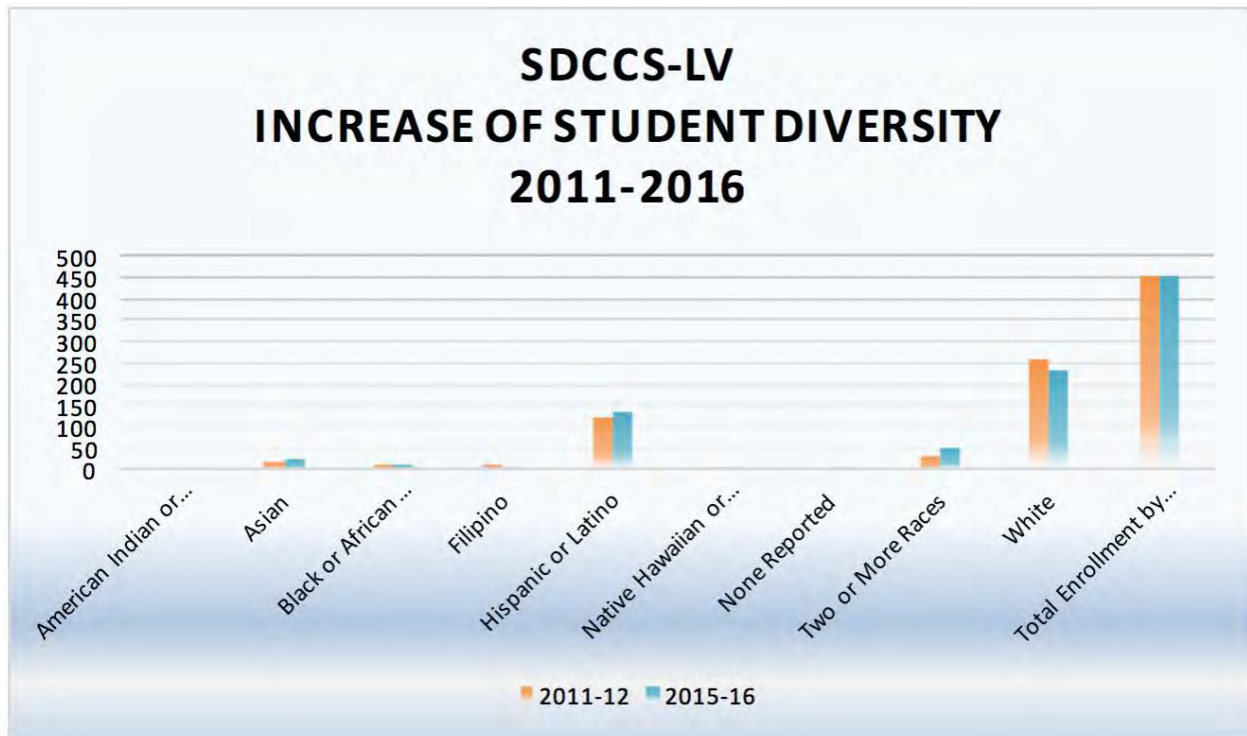
permitted to disrupt the educational program. A specific policy related to on-campus conduct of visitors is included in the appendices provided.

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

SDCCS - LV is located at 7260 Linda Vista Road San Diego, California and is within the boundaries of the San Diego Unified School District. Premises leased or purchased by the charter school for the operation of the school complies with all applicable zoning, building, fire and safety regulations. The charter school possesses premises liability insurance. The San Diego Cooperative Charter School - Linda Vista has developed further health, safety, and risk management guidelines in consultation with insurance carriers and risk management experts.

ELEMENT SEVEN – ACHIEVING RACIAL AND ETHNIC BALANCE

The means by which the school will achieve racial and ethnic balance among its pupils, reflective of the general population residing in the district. With thoughtful and specific efforts, SDCCS - LV is steadily progressing toward a student population that reflects the local community and the authorizing district’s diversity. Diversity of the student population has increased by more than 5% since 2011. Today, just over half the school is white. Latino students, and learners that identify with two or more races make up more than 40% of the student population.



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

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

Figure 26 Largest Changes Highlighted
 Although the racial and ethnic makeup has changed over time, the total enrollment has stayed consistent over the years.

SDCCS – LV Enrollment by Year

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

Figure 27

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

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

ELEMENT EIGHT: ADMISSIONS REQUIREMENTS

Admissions requirements –California Education Code Section 47605 (d) (2) (A)- Section 47605 (d) (2) (C)

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

- A parent or guardian must honestly complete and return a simple, non-discriminatory application by the published priority enrollment deadline. Applications received after the published enrollment deadline are placed on a priority specific wait list in the order received, which shall be appended to the lottery wait list, if any.
- The parent/guardian must attend one school tour. It is not required before submitting an application; however, it is mandatory before attending SDCCS - LV. Students may participate in this event, but it is not required. School tours are held regularly throughout the school year at various times in order to accommodate a range of schedules. These tours provide opportunities for families to ask questions and become familiar with our school facility and community.
- The parent/guardian must attend an annual orientation session. Multiple sessions will be provided to accommodate the diverse schedules of those expected to attend. These sessions detail the expectations of the families who elect to enroll at SDCCS - LV and give families additional opportunities to ask questions and become familiar with our charter school.
- Although acknowledged as not an enforceable contract per se, SDCCS-LV asks the student and the parents to affirm that they are familiar with and agree to abide by all policies and procedures set forth in the Parent and Student Handbooks. (Both are included as Appendix items in this document.)
- A parent or guardian must complete and/or provide all documents required for registration in a public school including but not limited to immunization records, proof of residency, birth certificate, enrollment form, etc.

In order to attain our vision of a racially, economically, and geographically diverse population, we will develop an outreach program designed to reach out to all families and enable the school to have a balanced and diverse applicant pool.

- a. Children of founding members of the charter school (not to exceed 10% of the total enrollment)
 - b. Children of current full-time staff members
 - c. Siblings of current students
 - d. All other out-of-district students
4. All other students as permitted by law

When conducting a lottery candidate will be drawn at random from the collection of qualified applicants and admitted in the order their names are drawn. Once capacity has been reached for a grade, the names are placed on a waiting list in the order in which they were drawn. The Principal and a member of the Board of Directors will witness the lottery and will certify that it was random, public and conducted as described above.

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

Vacancies that become available during the school year will be filled in order from the numbered applicants in the applicant pool. In the event there are no applicants in the pool, new students may apply to enter the school only after visiting the prospective classroom for one full instructional day and a school orientation meeting with the principal or another designated staff member.

ELEMENT NINE: ANNUAL FINANCIAL AUDIT

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

Financial Audit

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

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

SDCCS - LV contracts with an independent auditor for an annual financial audit that will be produced according to generally accepted accounting principles. SDCCS - LV will transmit a copy of the audit to the District - as well as to the County Superintendent of Schools, the State Controller and the State Department of Education - by December 15 of each year.

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

- Informs in writing all audit recipients of any exception and/or deficiency the School disputes or believes it has already corrected by the time of submitting the audit, along with supporting documentation;
- Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at time of audit submission; and,
- Resolves all outstanding or disputed exceptions and/or deficiencies to the mutual satisfaction of the District and the School by no later than the following June 30th or other time as may be mutually agreed to.
- The Audit will verify the accuracy of the School's financial statements, attendance, and enrollment accounting practices, and review the School's internal controls. SDCCS - LV will avail itself of the well-tested plans and systems used by its Board of Trustees to provide information for an independent audit.
- In addition, the School will:
 - Prepare and file with the District on or before September 15 and annual statement of receipts and expenditures of the charter school for the preceding fiscal year (Education code section 42100);
 - Prepare and file with the District a preliminary budget on or before July 1, an interim financial report on or before December 15, a second interim financial report on or before March 15, and a final unedited report for the full prior year on or before September 15 (Education Code section 47604.33);
 - Respond promptly to all reasonable inquiries regarding its financial records;
- As a nonprofit public benefit corporation the School will make provisions for the liabilities, debts and financial obligations of the school and will indemnify, defend and hold harmless the district for damages resulting from acts of the school; and,

ELEMENT TEN: SUSPENSION & EXPULSION PROCEDURES

"The procedure by which pupils can be suspended or expelled." Consistent with the efforts to share the governance of the school, specific suspension and expulsion procedures that comply with constitutional standards of due process have been developed and/or revised by the school community at the beginning of each school year. The policies provide parents and students with an opportunity to exercise such leadership skills as problem solving, negotiation, shared decision making, and conflict resolution, as well as fostering a sense of personal and community responsibility. The model for positive discipline is instituted based on the guidelines set down by Ryan (2000).

This five-step program includes

1. Isolate (meet one-on-one with the student),
2. Ask and Listen (listen to the child's side of the story),
3. Speak and Specify (a strong, calm, well-reasoned, focused message),
4. Offer (offer positive reinforcement),
5. Decide and Act (support the child in a responsible plan that is mutually agreeable).

The bottom-line purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment. We see all moments in school to be teachable moments and in alignment with our social emotional curriculum we use all situations to practice empathy and create an environment for restorative justice. Successful procedures will provide for due process, be specific and concrete, and be supported by the school community. The Principal, a staff member serving as acting principal when the principal is absent, and the Director of Extended Day have the authority to suspend students when necessary. The School will maintain records of all suspensions and will report the suspension of any students including the suspension of any Special Education students. While suspension and expulsion are to be regarded as a last resort, the school has a suspension policy that is communicated to parents and students in the parent and student handbooks.

The reasons for suspension or expulsion include, but are not limited to:

1. The threat, causation, or attempted causation of physical injury to another person;
2. Possession of a weapon (e.g., firearms, knives, and explosives) as grounds for immediate expulsion;
3. Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant;
4. Robbery or attempted robbery of another person's property or school property;
5. Significant damage or attempt to damage school property;
6. An obscene or offensive act or habitual profanity/vulgarity;
7. Persistent failure to respond to correction, especially as to respect for staff, respect for others (consistent with the State Education Code prohibition against harassment), or persistent and repeated failure to follow student rules.
8. A complete list of reasons for suspensions is included in SDCCS - LV handbook.

Prior to suspending a student, if circumstances permit, the student and his/her parents shall be given a written statement of the reasons for suspension or expulsion and will be provided with a

written description of of their due process rights. The student and his/her parents shall also be given an opportunity to meet with the school Principal to present any evidence as to why a suspension should not be imposed. If circumstances require an immediate suspension, written notice and an opportunity to meet shall be provided to the student and his/her parents within three days of the suspension. If a student is to be suspended for more than five consecutive days to twenty total days within the year, or if an expulsion is recommended, the following procedures apply. The student must be given written notice of the proposed long-term suspension or expulsion and of the reasons. If the student or his/her parents contest the proposed disciplinary action, they will have 10 business days from the date of delivery of the written notice of suspension or expulsion to declare in writing their request for an appeal that is to be submitted to the principal. The Expulsion Committee will convene and respond to the appeal within 15 school days, or as soon thereafter as is practicable.

The Expulsion Committee will conduct an evidentiary due process hearing in a confidential setting and consider evidence and/or testimony, as it deems appropriate and will provide a written recommendation that shall be in the best interest of the student and the School. The Expulsion Committee recommendation will be forwarded to the Board of Directors for action. That decision shall be final. The student shall have the right to be represented by counsel or an advocate at the hearing before the Expulsion Committee, to present evidence on his/her own behalf, and to confront and cross-examine adverse witnesses and School representatives. The written notice to the student of the proposed disciplinary action must advise the student of the above-listed rights, and must specify the date, time, and place of the disciplinary hearing. The expulsion hearing shall be held within thirty days from the date the student was originally suspended. In cases where the student is recommended for expulsion after suspension, the student will remain in suspension status until the expulsion hearing, and will participate in a home study or other alternative program. The Expulsion Committee will be comprised of up to three certificated staff members and/or board members. Recommendations from the Expulsion Committee will be forward to the Board of Directors for final determination based upon the Expulsion Committee's recommendation and record of the hearing. The School will notify the District of any expulsions and will forward the student's residence and records. The School will use the District computer-based system (Powerschool) for recording behavior incidences including suspension and expulsion. For special education students, all procedures and disciplinary actions shall comport with applicable state and federal law; e.g., conducting a manifestation determination prior to any expulsion recommendation.

ELEMENT ELEVEN: EMPLOYEE RETIREMENT BENEFITS

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

Retirement is an important component of the total compensation for SDCCS - LV teachers. All eligible certificated employees shall participate in the State Teacher Retirement System (STRS) consistent with STRS guidelines. Non- certificated employees shall participate in Social Security, unless an equivalent retirement program is approved by the governing

board. In addition, SDCCS - LV may consider the establishment of a 403b or other retirement or deferred compensation program.

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

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

ELEMENT THIRTEEN: LEAVE AND RETURN RIGHTS

"A description of the rights of any employee of the school District upon leaving the employment of the school District to work in a charter school, and of any rights of return to the school District after employment at a charter school."

Rights of District and Charter School Employees:

Any current SDUSD employee who resigns his/her position with SDUSD to become an employee of San Diego Cooperative Charter shall have any rights to return as granted by the District. San Diego Cooperative Charter shall have no authority to bind the District to re-employing a former employee or allowing a leave of absence. All employees of San Diego Cooperative Charter will be considered the exclusive employees of San Diego Cooperative Charter and not SDUSD unless otherwise mutually agreed upon in writing.

Persons employed to work at the San Diego Cooperative Charter School in the first instance (persons who were not previously District employees) will be employed at will as stated on employment contracts as follows: “Employment shall be at will and is subject to termination at the discretion of San Diego Cooperative Charter School. Employment is for services at San Diego Cooperative Charter Schools only. In addition, all other conditions of employment, including wages and benefits, will be as specified in the employment contract with the employee.

Maximum Class Size Limitation:

The charter school will participate in the class size reduction program in grade levels for which adequate funding is received and building facilities can accommodate. As part of the program, teams of teachers are free to group and regroup youngsters for instruction so class sizes may vary and exceed the limit as determined by the charter school program needs during the day. If the San Diego Cooperative Charter School receives class size reduction funds, it agrees to adhere to all state laws and regulations pertaining to the use of class size reduction funds.

ELEMENT FOURTEEN: DISPUTE RESOLUTION

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

The District shall refer any complaints or reports regarding charter school internal matters to the charter school for resolution before acting upon such complaints. If the matter is not resolved at this level, and the complainant still requests District review of the matter, the District will review the complaint and examine any other necessary information.

The San Diego Cooperative Charter School will make every effort to work in harmony with the San Diego Unified School District and will always work to resolve any disputes in a non-confrontational manner without resorting to formal procedures. In the event that the SDCCS or San Diego Unified School District (the "District") have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to inform the other, in writing, of the specific issue(s) being disputed and that writing shall include that relevant facts of issue(s). Matters within the Boards' authority under Education Code section 47607 (c) and/or (d) are not subject to this dispute resolution process.

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

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

If the substance of a dispute is a matter that could result in the taking of appropriate action, under the terms of Ed Code 47607, including, but not limited to, revocation of the charter, the matter

will be addressed at the chartering district's discretion in accordance with the provision of law and any regulations pertaining thereto.

ELEMENT FIFTEEN: SCHOOL CLOSURE

“A description of the procedures to be used if a school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”- California Education Code 47605 (b) (5) (O)

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

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

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

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

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

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

(e) Transfer and maintenance of personnel records in accordance with applicable law.

(f) Completion of an independent final audit within six months after the closure of the school that may function as the annual audit, and that includes at least the following:

1. An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

(g) Disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to, the following:

1. The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.
2. The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

(h) Completion and filing of any annual reports required pursuant to Education Code section 47605.

(i) Identification of funding for the closure-related activities.

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

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

Appendix:

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

San Diego Cooperative Charter School
Budget Summary 2016-2020

MASTER SUMMARY - Four Year Budget for San Diego Cooperative Charter School

	2016-17			2017-18			2018-19			2019-20		
	LVA	% of Projected Expenses		LVA	% of Projected Expenses		LVA	% of Projected Expenses		LVA	% of Projected Expenses	
Projected Enrollment	454			461			461			461		
Total Revenue	4,037,253			4,051,136			4,128,486			4,257,473		
Total 1000 · Cert. Comp w/ SPED Contractors	2,067,946	48.19%		1,926,517	48.64%		1,922,920	47.62%		1,922,920	46.61%	
Total 2000 · Classified Salaries	892,622	20.80%		749,218	18.92%		748,067	18.52%		748,067	18.13%	
Total 3000 · Employee Benefits	843,681	19.66%		732,242	18.49%		811,845	20.10%		888,606	21.54%	
Total 4000 · Books and Supplies	93,807	2.19%		103,691	2.62%		102,871	2.55%		105,077	2.55%	
Total 5000 · Services & Other Operating Exp. Less SPED Contractors	393,320	9.17%		448,790	11.33%		452,630	11.21%		461,307	11.18%	
Total 6000 · Capital Outlay	-			-			-			-		
Projected Total Expenses	4,291,376	100%		3,960,458	100%		4,038,334	100%		4,125,976	100%	
Projected change in Fund Balance	(254,123)			90,678			90,152			131,496		
Projected Fund Balance	733,310											
Adjustment for Return of Prop 39 Funding	(52,139)											
Adjusted Fund Balance	681,171			771,849			862,001			993,498		
Fund Balance at % of Projected Expenses	15.873%			19.489%			21.345%			24.079%		

San Diego Cooperative Charter School
Assumptions 2016-2020

The budgets summarized below reflect strategies to ensure the preservation of adequate reserves. They will be reviewed and adjusted to accommodate changing circumstances as needed.					
Item	2016-17	2017-18	2018-19	2019-20	
% increase in LCFF funding as calculated by FCMAT projection tool	8.396%	4.988%	1.488%	3.613%	
Free and Reduce Lunch %	27.570%	27.570%	27.570%	27.570%	
Grades Served	TK-8	TK-8	TK-8	TK-8	
ELL %	18.10%	18.10%	18.1%	18.1%	
Unduplicated Count	139	140	140	140	
Enrollment	454	461	461	461	
Attendance %	96%	96%	96%	96%	
ADA	436	443	443	443	
FTEs	69	61	61	61	
Increased revenue from addition of 7 TK students		55,645	56,473	58,513	
Return of Prop 39 Funding - fund balance reduction	52,139	-	-	-	
Savings from shifting Extended Day Program to an independent provider	-	27,315	27,315	27,315	
Increased fund raising	-	100,000	125,000	125,000	
Savings from H&W benefits plan adjustments	-	169,000	169,000	169,000	

San Diego Cooperative Charter School Income 2016-17 to 2019-20		2016-17	2017-18	2018-19	2019-20
	Income Details				
	8011 - LCFF	1,082,323	832,689	864,106	941,513
	8017 - Education Protection Account	147,260	554,839	575,773	627,352
	8019 - Prior-year adjustments	-	-	-	-
	8311 - SPED AB-602	207,252	206,198	206,198	206,198
	8317FED - SPED Federal	53,438	57,750	57,750	57,750
	8312 - SPED Mental Health	2,552	-	-	-
	8291 - NCLB Title I	35,981	36,003	36,003	36,003
	8292 - NCLB Title II	1,004	1,004	1,004	1,004
	8290 - All Other Federal Revenue - Other	-	-	-	-
	8560 - Lottery	82,374	83,644	83,644	83,644
	8592 - SB7 Admin Director	16,706	16,706	16,706	16,706
	8590 - All Other State Revenue - Other	97,720	-	-	-
	8663 - Interest Income	-	-	-	-
	8666.9 Bridge-the-gap	-	-	-	-
	8666.6 - Contributions Income - Gala	32,899	31,825	31,825	31,825
	Contributions from Foundation	10,000	100,000	125,000	125,000
	8666.11 - Contributions from PSA	7,000	-	-	-
	8780 - In Lieu Property Tax	2,121,266	2,130,478	2,130,478	2,130,478
	8699.1 Extended Field Trip Donations	-	-	-	-
	8661 - Summer Camp Income	41,633	-	-	-
	8660 - Before/After Care Income	97,847	-	-	-
	Total Income	4,037,253	4,051,136	4,128,486	4,257,473

LCFF Calculator Universal Assumptions
San Diego Cooperative Charter (6119168)

	Summary of Funding									
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21		
Target	\$ 3,439,453	\$ 3,466,074	\$ 3,478,845	\$ 3,463,611	\$ 3,561,590	\$ 3,647,713	\$ 3,744,710	\$ 3,744,710		
Floor	2,654,344	2,752,117	2,948,491	3,217,513	3,400,229	3,518,008	3,570,358	3,699,342	FLOOR	FLOOR
Applied Formula: Target or Floor										
Remaining Need after Gap (informational only)	690,883	498,626	251,613	112,762	43,584	77,356	45,366	45,368		
Current Year Gap Funding	94,226	215,330	278,742	133,336	117,778	52,349	128,986	-		
Economic Recovery Target	-	-	-	-	-	-	-	-		
Additional State Aid	-	-	-	-	-	-	-	-		
Total Phase-In Entitlement	\$ 2,748,570	\$ 2,967,448	\$ 3,227,232	\$ 3,350,849	\$ 3,518,006	\$ 3,570,357	\$ 3,699,344	\$ 3,699,342		

	Components of LCFF By Object Code									
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
8011 - State Aid	\$ 79,869	\$ 490,475	\$ 683,570	\$ 864,316	\$ 1,089,488	\$ 1,221,779	\$ 1,274,130	\$ 1,568,865	\$ 1,568,864	
8011 - Fair Share	-	-	-	-	-	-	-	-	-	
8311 & 8590 - Categoricals	368,695	481,765	375,636	241,656	130,883	165,749	165,749	-	-	
EPA (for LCFF Calculation purposes)	480,113	-	-	-	-	-	-	-	-	
Local Revenue Sources:										
8021 to 8089 - Property Taxes	-	-	-	-	-	-	-	-	-	
8096 - In-Lieu of Property Taxes	1,671,389	1,776,330	1,908,242	2,121,260	2,130,478	2,130,478	2,130,478	2,130,478	2,130,478	
Property Taxes net of in-lieu	-	-	-	-	-	-	-	-	-	
TOTAL FUNDING	\$ 2,600,066	\$ 2,748,570	\$ 2,967,448	\$ 3,227,232	\$ 3,350,849	\$ 3,518,006	\$ 3,570,357	\$ 3,699,344	\$ 3,699,342	
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Phase-In Entitlement	\$ 2,748,570	\$ 2,967,448	\$ 3,227,232	\$ 3,350,849	\$ 3,518,006	\$ 3,570,357	\$ 3,699,344	\$ 3,699,344	\$ 3,699,342	
8012 - EPA Receipts (for budget & cashflow)	\$ 477,363	\$ 482,433	\$ 413,610	\$ 205,764	\$ 130,883	\$ 165,749	\$ 165,749	\$ -	\$ -	

Summary of Student Population

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Unduplicated Pupil Population								
Agency Unduplicated Pupil Count	145.00	134.00	139.00	139.00	140.22	140.22	140.22	140.22
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-
Total Unduplicated pupil Count	145.00	134.00	139.00	139.00	140.22	140.22	140.22	140.22
Rolling %, Supplemental Grant	31.3900%	30.1900%	30.2700%	30.0100%	30.4800%	30.4800%	30.4200%	30.4200%
Rolling %, Concentration Grant	31.3900%	30.1900%	30.2700%	30.0100%	30.4800%	30.4800%	30.4200%	30.4200%
FUNDED ADA								
Adjusted Base Grant ADA								
Grades TK-3	182.29	182.90	184.81	178.56	185.28	185.28	185.28	185.28
Grades 4-6	154.51	152.29	156.76	156.48	156.48	156.48	156.48	156.48
Grades 7-8	102.78	104.99	95.65	100.80	100.80	100.80	100.80	100.80
Grades 9-12	-	-	-	-	-	-	-	-
Total Adjusted Base Grant ADA	439.58	440.18	437.22	435.84	442.56	442.56	442.56	442.56
Necessary Small School ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-	-	-	-
Total Funded ADA	439.58	440.18	437.22	435.84	442.56	442.56	442.56	442.56
ACTUAL ADA (Current Year Only)								
Grades TK-3	182.29	182.90	184.81	178.56	185.28	185.28	185.28	185.28
Grades 4-6	154.51	152.29	156.76	156.48	156.48	156.48	156.48	156.48
Grades 7-8	102.78	104.99	95.65	100.80	100.80	100.80	100.80	100.80
Grades 9-12	-	-	-	-	-	-	-	-
Total Actual ADA	439.58	440.18	437.22	435.84	442.56	442.56	442.56	442.56
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-	-	-	-	-

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Minimum Proportionality Percentage (MPP)								
Current year estimated supplemental and concentration grant funding in the LCAP year	\$	59,526	104,372	106,255	149,367	84,590	158,881	\$
Current year Minimum Proportionality Percentage (MPP)		2.05%	3.34%	3.27%	4.43%	2.43%	4.49%	0.00%

San Diego Cooperative Charter School Expense Details 2016-17 to 2019-20		2016-17	2017-18	2018-19	2019-20
Expense Details					
1000 - Certificated Personnel Salaries					
1100 - Teachers' Salaries					
1110 - Certificated 0.00%		1,103,064	1,097,064	1,097,064	1,097,064
1110.C Common Core		-	-	-	-
1120 - Spanish		-	-	-	-
1110 - Teachers Total		1,103,064	1,097,064	1,097,064	1,097,064
Total 1100 - Teachers' Salaries					
1200 Admin		234,053	224,187	220,591	220,591
1601 - Certificated SPED staff		372,442	372,442	372,442	372,442
1602 - SPED Tutoring - Certificated		-	-	-	-
1500 - Counselor		93,101	93,101	93,101	93,101
1002 - Vacation Payout		14,159	14,159	14,159	14,159
Total 1000 - Certificated		1,816,820	1,800,954	1,797,357	1,797,357
2000 - Classified Personnel Salaries					
1150 - Substitutes		14,175	14,175	14,175	14,175
2100 - Instructional Aides' Salaries		-	-	-	-
1165 Adjunct teachers - non-certificated _ Spanish, Dar		27,421	27,421	27,421	27,421
2150: Rec& 57		21,006	21,006	21,006	21,006
2500 SPED Aides & Techs		377,020	377,020	377,020	377,020
XXX Other SPED classified employees		-	-	-	-
Total 2150 - Teaching Assistant & subs		439,622	439,622	439,622	439,622
100 11 Summer Camp		32,515	-	-	-
540 Admin Director		125,964	47,247	47,247	47,247
Total 2160 - After Care Teaching Assistants		158,479	43,310	47,247	47,247
2300 - Classified -		-	-	-	-
Director of Business Operations		42,768	39,347	35,963	35,963
2000 Overtime		7,000	7,000	7,000	7,000
Pay increase in lieu of benefits		14,925	14,925	14,925	14,925
0.75 COO		28,315	-	-	-
Enrollment Specialist		35,680	35,680	35,680	35,680
2300 Clerical & other of IT Director		37,504	34,504	32,798	32,798
166,193		166,193	131,456	126,367	126,367
2400 - Support Staff		-	-	-	-
Office Support - clerks - 2018-19 reductions in		119,278	85,173	85,173	85,173

San Diego Cooperative Charter School Expense Details 2016-17 to 2019-20		2016-17	2017-18	2018-19	2019-20
	Admin Support Specialist	-	-	-	-
	Tech Support	-	40,608	40,608	40,608
	Total 2400 · Support Staff & Kitchen Salaries	119,278	125,780	125,780	125,780
	2001 - Classified Vacation Payout	9,051	11,052	9,051	9,051
	Total 2000 · Certified	892,622	749,218	748,067	748,067
	3000 · Employee Benefits				
	3100 · State Teachers' Retirement System				
	#### 3110 · STRS - Instructional	228,556	259,836	292,610	325,861
	#### 3111 · STRS - Non - Instructional	-	-	-	-
	Total 3100 · State Teachers' Retirement System	228,556	259,836	292,610	325,861
	Total 3200·CalPEF 9.20%	-	-	-	-
	3300 · Social Security / Medicare				
	#### 3310 · Social Security - Instructional	55,343	45,223	46,380	46,380
	#### 3320 · Social Security - Noninstructional	-	-	-	-
	#### 3330 · Medicare - Instructional	39,287	36,977	36,977	36,909
	#### 3340 · Medicare - Noninstructional	-	-	-	-
	Total 3300 · Social Security	94,630	82,201	83,358	83,289
	3400 · Health & Welfare Benefits				
	Benefits reconfiguration	-	(169,000)	(169,000)	(169,000)
	H & W Benefits -	474,878	512,868	553,898	598,210
	3410 Totals	474,878	343,868	384,898	429,210
	3420 · H & W Benefits - Noninstructional				
	Total 3400 · Health & Welfare Benefits	474,878	343,868	384,898	429,210
	3500 · State Unemployment Insurance				
	#### 3510 · SUI - Instructional	1,214	1,265	1,273	994
	3520 · SUI - Noninstructional	-	-	-	-
	Total 3500 · State Unemployment Insurance	1,214	1,265	1,273	994
	3600 · Workers' Compensation Insurance				
	3610 · Workers Comp - Instructional	44,403	45,072	49,708	49,252
	3620 · Workers Comp - Noninstructional	-	-	-	-
	### Total Admin Director	44,403	45,072	49,708	49,252
	3900 · Other Benefits	-	-	-	-
	Total 3000 · Employee Benefits	843,681	732,242	811,845	888,606
	4000 · Books and Supplies				

San Diego Cooperative Charter School Expense Details 2016-17 to 2019-20		2016-17	2017-18	2018-19	2019-20
4100 Textbooks		-			
General Instruction		5,000	5,000	5,000	5,000
Common Core net of Dickinson		-	-	-	-
Specialized Instruction		-			
4100 · Textbooks		5,000	5,000	5,000	5,000
4200 · Other Books		2,000	2,000	2,000	2,000
4300 · Instructional Materials					
Classroom Allowance (\$500 per ci		21,000	21,000	21,000	21,000
General Materials Allowance		13,074	13,466	13,870	14,286
Total 4300 - Instructional Materials		34,074	34,466	34,870	35,286
4400 - Non Capitalized Equipment		3,000	11,000	8,240	8,487
4420 - Furniture		-			
Total 4400 - Non Capitalized Equipment		-	11,000	8,240	8,487
4500 · Other Supplies					
4510 · Office Supplies		15,385	15,847	16,322	16,771
4520 · Bathroom & other H&W Supplies		11,469	11,813	12,167	12,532
4530 · Postage and Delivery		1,532	1,578	1,625	1,674
4540 · Printing and Reproduction		13,500	13,905	14,322	14,752
4550 - Aftercare Supplies		3,503	3,608	3,717	3,828
Total 4500 · Other Supplies		45,389	46,751	48,153	49,557
4700 · Food Services					
4710 · Student Food Services		-			
4790 - EDP Snacks		4,344	4,474	4,608	4,747
Total 4700 · Food Services		4,344	4,474	4,608	4,747
Total 4000 · Books and Supplies		93,807	103,691	102,871	105,077
5000 · Services & Other Operating Exp.					
5100 · Instructional Consultants		16,738	17,240	17,757	18,290
5200 · Professional Development - BTSA		21,355	8,858	8,858	8,858
5300 · Dues and Memberships		5,668	5,838	5,833	5,833
5400 · Insurance		-			
5440 - Pupil Insurance		3,267	3,365	3,466	3,469
5450 · General Liability & D&O		18,494	19,049	21,008	23,168
Total 5400 · Insurance		21,761	22,414	24,474	26,637
5500 · Utilities & Housekeeping		-			
5505- Bad Debt		4,184	4,184	4,184	4,184

San Diego Cooperative Charter School Expense Details 2016-17 to 2019-20		2016-17	2017-18	2018-19	2019-20
	5510 · Telephone, Internet	31,811	32,765	30,159	30,159
	5510.1 USAC Reimbursements	-	-	-	-
	5510.1A - CA Teleconnect Fund	-	-	-	-
	5520 · Utilities	47,815	45,461	46,825	48,229
	5530 · Janitorial Service	46,144	49,280	49,280	49,280
	5570 · Landscaping Service	18,159	17,630	17,630	17,630
	5540 trash removal	3,177	2,827	2,827	2,827
	Total 5500 · Utilities & Housekeeping	151,290	152,148	150,905	152,310
	5600 · Rentals, Leases, Repairs	-	-	-	-
	5610 · Rent - portables	31,671	31,671	31,671	31,671
	5620 · Equipment Rental	6,135	6,319	6,508	6,704
	5620 - 8th Grade Graduation	1,000	1,000	1,000	1,000
	5630 · Repairs including IT	3,018	3,109	3,202	3,202
	Total 5600 · Rentals, Leases, Repairs	41,824	42,098	42,381	42,577
	5800 · Other Services & Operating Exp.	-	-	-	-
	5805 · Bank & Payroll Svc Fees	5,214	5,371	5,532	5,532
	5800.SW Computing Support	18,068	18,000	-	-
	5807 Enrichment for students	-	-	-	-
	5810-Marketing, Branding, Advertising	33,333	-	-	-
	5900.R - SPED Reserves	-	-	-	-
	5902 SPED Materials	6,002	6,002	6,002	6,002
	Admin Director	125,563	125,563	125,563	125,563
	5820 · Professional Fees	5,796	5,970	6,149	6,334
	5821 · Professional Fees	-	-	-	-
	5822 · Professional Fees Foundation.	16,489	-	-	-
	5900JPA -SPED JPA fees	-	-	-	-
	5830 - Student Transportation	3,323	10,570	10,888	11,214
	5835 student events	10,263	15,000	15,000	15,000
	5836- EFT	15,000	6,000	6,000	6,000
	5840 - Legal Fees	18,562	9,544	9,544	9,544
	5895 & 5895R - Outreach	9,266	-	-	-
	Contribution to supporting org.	-	-	-	-
	5850 - District Fees	118,932	123,737	125,307	129,177
	5596 - Misc. expense	-	-	-	-
	Total 5800 · Other Services & Operating Exp.	385,812	325,757	309,985	314,366
	Total 5000 · Services & Other Operating Exp.	644,446	574,353	578,193	586,870

San Diego Cooperative Charter School Expense Details 2016-17 to 2019-20		2016-17	2017-18	2018-19	2019-20
	6000 - Capital Outlay - [Non-cash item			-	-
	6400 - Equipment - for expansion &/or new			-	-
	6400 - Equipment - replacements of existing	-	-	-	-
		-		-	-
	Total 6000 - Capital Outlay	-	-	-	-
	Total Expense	4,291,376	3,960,458	4,038,334	4,125,976

San Diego Cooperative Charter School Cash Flow by Month 2016-17																
	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Aug-17	2016-17	
Income Details																
8011 - LCFE	54,342	54,342	97,815	97,815	97,815	97,815	97,815	96,913	96,913	96,913	96,913	96,913	96,913	96,913	96,913	1,082,323
8017 - Education Protection Account			36,815	36,815	36,815	36,815	36,815	36,815	36,815	36,815	36,815	36,815	36,815	36,815	36,815	147,260
8019 - Prior-year adjustments																-
8311 - SPED AB-602	10,363	10,363	18,653	18,653	18,653	18,653	18,653	15,544	15,544	15,544	15,544	15,544	15,544	15,544	15,544	207,252
8311FED - SPED Federal													53,438	53,438	53,438	53,438
8312 - SPED Mental Health	0	2,552	9,162											(22)	2,552	2,552
8291 - NCLB Title I						20,172									35,981	35,981
8292 - NCLB Title II						1,004									1,004	1,004
8290 - All Other Federal Revenue - Other																-
8560 - Lottery						32,950					32,950	16,475	16,475	16,475	16,475	82,374
8590 - SB7 Admin Director											16,706	16,706	16,706	16,706	16,706	16,706
8590 - All Other State Revenue - Other											91,526	91,526	91,526	91,526	91,526	91,526
8663 - Interest Income																-
8666.9 Bridge-the-gap																-
8666.6 - Contributions Income - Gala																-
Contributions from Foundation																32,899
8666.11 - Contributions from PSA	7,000											10,000			10,000	10,000
8780 - In Lieu Property Tax		127,276	254,552	169,701	169,701	169,701	169,701	169,701	169,701	148,489	148,489	296,977			2,121,266	2,121,266
8699.1 Extended Field Trip Donations																-
8661 - Summer Camp Income		41,633														41,633
8660 - Before/After Care Income	71,705	236,166	423,794	303,778	293,673	384,834	296,179	292,375	456,871	271,228	304,178	594,422	108,051	108,051	97,847	97,847
Total Income																4,037,253
Expense Details																
1000 - Certificated Personnel Salaries																
1100 - Teachers' Salaries		9,000	84,159	84,159	84,159	126,238	84,159	84,159	84,159	84,159	84,159	126,238	84,159	84,159	84,159	1,103,064
1110 - Certificated 0.00%																-
1110.C Common Core																-
1120 - Spanish	0															-
1110 - Teachers Total	0	9,000	84,159	84,159	84,159	126,238	84,159	84,159	84,159	84,159	84,159	126,238	84,159	84,159	84,159	1,103,064
1200 Admin		19,326	19,326	19,326	19,326	27,662	18,441	18,441	18,441	18,441	18,441	18,441	18,441	18,441	18,441	234,053
1601 - Certificated SPED staff		28,649	28,649	28,649	28,649	42,974	28,649	28,649	28,649	28,649	28,649	42,974	28,649	28,649	28,649	372,442
1602 - SPED Tutoring - Certificated																-
1500 - Counselor		7,162	7,162	7,162	7,162	10,742	7,162	7,162	7,162	7,162	7,162	10,742	7,162	7,162	7,162	93,101
1002 - Vacation Payout													14,159	14,159	14,159	14,159
Total 1000 - Certificated	0	28,326	139,296	139,296	139,296	207,816	138,411	138,411	138,411	138,411	138,411	198,396	152,570	119,970	151,682	1,516,820
2000 - Classified Personnel Salaries																
2100 - Substitutes		1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	14,175
2100 - Instructional Aides' Salaries																-
1165 Adjunct teachers - non-certificated - Spanish, Dance & Coding		3,310	3,310	3,310	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	27,421
2150 Rec 245		448	448	2,694	2,376	2,058	1,460	2,545	2,246	1,941	2,545	2,694	1,941	2,545	2,694	21,006
2500 SPED Aides & Techs		30,895	30,895	35,500	35,500	53,250	35,500	35,500	35,500	35,500	35,500	44,375	35,500	35,500	35,500	377,020
XXX) Other SPED classified employees																-
Total 2150 - Teaching Assistant & subs	0	36,070	42,922	41,894	59,325	40,978	42,062	41,763	41,763	41,459	42,062	51,086				439,622
100 11 Summer Camp	12,126	20,389														32,515
540 Admin Director	12,126	13,664	15,793	11,175	11,175	11,174	13,251	12,426	13,291	13,251	13,664	8,273	13,664	8,273	13,664	125,964
Total 2160 - After Care Teaching Assistants		13,664	15,793	11,175	11,175	11,174	13,251	12,426	13,291	13,251	13,664	8,273	13,664	8,273	13,664	158,479
2300 - Classified -																-
Director of Business Operations	4,935	3,290	3,290	3,290	3,290	4,935	3,290	3,290	3,290	3,290	3,290	3,290	3,290	3,290	3,290	42,768
2000 Overtime		700	700	700	700	700	700	700	700	700	700	700	700	700	700	7,000
Pay increase in lieu of benefits		1,493	1,493	1,493	1,493	1,493	1,493	1,493	1,493	1,493	1,493	1,493	1,493	1,493	1,493	14,925
COO	9,438	6,292	6,292	6,292	6,292	6,292	6,292	6,292	6,292	6,292	6,292	6,292	6,292	6,292	6,292	28,315
Enrollment Specialist	2,745	2,745	2,745	2,745	2,745	2,745	2,745	2,745	2,745	2,745	2,745	2,745	2,745	2,745	2,745	35,680
2300 Clerical & other of IT Director	4,327	2,885	2,885	2,885	2,885	4,327	2,885	2,885	2,885	2,885	2,885	2,885	2,885	2,885	2,885	37,504
	21,445	15,212	17,404	17,404	17,404	15,572	11,112	11,112	11,112	11,112	11,112	12,484	11,112	11,112	11,112	166,193
2400 - Support Staff																-
Office Support - clerks - 2018-19 reductions in	5,423	5,810	10,648	10,648	10,648	12,210	10,648	10,648	10,648	10,648	10,648	10,648	10,648	10,648	10,648	119,278
Admin Support Specialist																-
Tech Support																-
Total 2400 - Support Staff & Kitchen Salaries	5,423	5,810	10,648	10,648	10,648	12,210	10,648	10,648	10,648	10,648	10,648	10,648	10,648	10,648	10,648	119,278
2001 - Classified Vacation Payout																-
Total 2000 - Certificated	38,954	41,411	77,787	86,767	74,830	98,281	75,990	76,249	76,815	76,471	77,486	82,492	9,051	9,051	9,051	892,622

San Diego Cooperative Charter School Cash Flow by Month 2016-17	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Aug-17	2016-17
3000 · Employee Benefits															
3100 · State Teachers' Retirement System															
#### 3110 · STRS - Instructional		3,563	17,523	17,523	17,523	26,118	17,412	17,412	17,412	17,412	17,412	24,958	19,193	15,092	228,556
#### 3111 · STRS - Non - Instructional															
Total 3100 · State Teachers' Retirement System		3,563	17,523	17,523	17,523	26,118	17,412	17,412	17,412	17,412	17,412	24,958	19,193	15,092	228,556
Total 3200-CalPEF 9.20%															
3300 · Social Security / Medicare															
#### 3310 · Social Security - Instructional	2,418	2,567	4,823	5,380	4,639	6,093	4,711	4,727	4,763	4,741	4,804	5,114	561	-	55,343
#### 3320 · Social Security - Non-Instructional															
#### 3330 · Medicare - Instructional	565	1,011	3,148	3,278	3,105	4,436	3,109	3,113	3,121	3,116	3,131	4,073	2,344	1,740	39,287
#### 3340 · Medicare - Non-Instructional															
Total 3300 · Social Security	2,983	3,579	7,970	8,657	7,744	10,529	7,820	7,840	7,883	7,857	7,935	9,187	2,905	1,740	94,630
3400 · Health & Welfare Benefits															
Benefits reconfiguration															
3410 Totals	43,434	43,434	38,225	38,225	38,225	38,225	38,225	38,225	38,225	38,225	38,225	43,985	5,760		474,878
3420 · H & W Benefits - Non-Instructional	43,434	43,434	38,225	38,225	38,225	38,225	38,225	38,225	38,225	38,225	38,225	43,985	5,760		474,878
3500 · State Unemployment Insurance															
#### 3510 · SUI - Instructional	19	35	109	113	107	153	107	107	108	107	108	140			1,214
#### 3520 · SUI - Non-Instructional															
Total 3500 · State Unemployment Insurance	19	35	109	113	107	153	107	107	108	107	108	140			1,214
3600 · Workers' Compensation Insurance															
#### 3610 · Workers Comp - Instructional	9,921	9,921	3,831	3,831	3,831	3,831	3,831	3,831	3,831	3,831	3,831				44,403
#### 3620 · Workers Comp - Non-Instructional															
Total Admin Director		9,921	3,831	3,831	3,831	3,831	3,831	3,831	3,831	3,831	3,831				44,403
3900 · Other Benefits															
Total 3000 · Employee Benefits	46,437	60,552	67,659	68,350	67,451	78,856	67,396	67,416	67,459	67,433	67,511	78,271	22,098	16,832	843,681
4000 · Books and Supplies															
4100 Textbooks															
General Instruction													5,000		5,000
Common Core net of Dickinson															
Specialized Instruction															
4100 · Textbooks															5,000
4200 · Other Books															2,000
4300 · Instructional Materials															
Classroom Allowance (\$500 per de	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750			21,000
General Materials Allowance	1,089	1,089	1,089	1,089	1,089	1,089	1,089	1,089	1,089	1,089	1,089	1,089			13,074
Total 4300 · Instructional Materials	2,839	2,839	2,839	2,839	2,839	2,839	2,839	2,839	2,839	2,839	2,839	2,839			34,074
4400 · Non Capitalized Equipment															3,000
4420 · Furniture															
Total 4400 · Non Capitalized Equipment															
4500 · Other Supplies															
4510 · Office Supplies	1,282	1,282	1,282	1,282	1,282	1,282	1,282	1,282	1,282	1,282	1,282	1,282			15,385
4520 · Bathroom & other H&W Supplies	956	956	956	956	956	956	956	956	956	956	956	956			11,469
4530 · Postage and Delivery	128	128	128	128	128	128	128	128	128	128	128	128			1,532
4540 · Printing and Reproduction	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125			13,500
4550 · Aftercare Supplies	292	292	292	292	292	292	292	292	292	292	292	292			3,503
Total 4500 · Other Supplies	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782			45,389
4700 · Food Services															
4710 · Student Food Services															
4790 · EDP Snacks	362	362	362	362	362	362	362	362	362	362	362	362			4,344
Total 4700 · Food Services	362	362	362	362	362	362	362	362	362	362	362	362			4,344
Total 4000 · Books and Supplies	6,984	9,984	9,984	9,984	9,984	9,984	9,984	9,984	9,984	9,984	9,984	9,984	7,000	6,984	93,807
5000 · Services & Other Operating Exp.															
5100 · Instructional Consultants															
5200 · Professional Development - BTSa	175	175	175	175	175	175	175	175	175	175	175	175			16,738
5300 · Dues and Memberships															
5400 · Insurance															
5440 · Pupil Insurance			3,267												3,267
5450 · General Liability & D&O													18,494		18,494
Total 5000 · Insurance			3,267										18,494		21,761

San Diego Cooperative Charter School Cash Flow by Month 2016-17	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Aug-17	2016-17
5500 - Utilities & Housekeeping															
5505- Bad Debt												4,184			4,184
5510 - Telephone, Internet	2,369	2,369	5,762	2,369	2,369	2,369	2,369	2,369	2,369	2,369	2,369	2,369			31,811
5510.1 USAC Reimbursements															
5510.1A - CA Teleconnect Fund															
5520 - Utilities	3,678	3,678	3,678	3,678	3,678	3,678	3,678	3,678	3,678	3,678	3,678	3,678	3,678	3,678	47,815
5530 - Janitorial Service	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	46,144
5570 - Landscaping Service	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	18,159
5540 trash removal	257	257	257	257	257	257	257	257	257	257	257	257	257	257	3,177
Total 5500 - Utilities & Housekeeping	7,773	7,773	15,636	12,253	12,253	12,253	12,253	12,253	12,253	12,253	12,253	16,438	5,643		151,290
5600 - Rentals, Leases, Repairs															
5610 - Rent - portables	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	31,671
5620 - Equipment Rental	511	511	511	511	511	511	511	511	511	511	511	511	511	511	6,135
5620 - 8th Grade Graduation												1,000			1,000
5630 - Repairs including IT	252	252	252	252	252	252	252	252	252	252	252	252	252	252	3,018
Total 5600 - Rentals, Leases, Repairs	3,402	3,402	3,402	3,402	3,402	3,402	3,402	3,402	3,402	3,402	3,402	4,402			41,824
5800 - Other Services & Operating Exp.															
5805 - Bank & Payroll Svc Fees	435	435	435	435	435	435	435	435	435	435	435	435	435	435	5,214
5800 - SW Computing Support	4935	987	987	987	987	987	987	987	987	987	987	987	2,277		18,068
5807 - Enrichment for students															
5810 - Marketing, Branding, Advertising															
5900.R - SPED Reserves															
5902 SPED Materials															
Admin Director		1,500	655	655	655	655	655	655	655	655	655	328	6,002	2,549	125,563
5820 - Professional Fees	483	483	483	483	483	483	483	483	483	483	483	483	483	483	5,796
5821 - Professional Fees															
5822 - Professional Fees Foundation.															
5900.JPA - SPED JPA fees															
5830 - Student Transportation	277	277	277	277	277	277	277	277	277	277	277	277	277	277	3,323
5835 student events	855	855	855	855	855	855	855	855	855	855	855	855	855	855	10,263
5836- EFT															
5840 - Legal Fees			400		200	1,075	1,075	1,075	1,075	1,075	1,075	1,075	6,062		18,562
5895 & 5895R - Outreach															
Contribution to supporting org.															
5850 - District Fees	9,911	9,911	9,911	9,911	9,911	9,911	9,911	9,911	9,911	9,911	9,911	9,911	9,911	9,911	118,932
5596 - Misc. expense															
Total 5800 - Other Services & Operating Exp.	16,895	14,448	14,003	30,292	18,845	22,595	18,845	18,845	18,845	22,595	22,595	34,767	129,696	2,549	385,812
Total 5800 - Services & Other Operating Exp.	28,246	25,798	38,157	47,796	36,349	43,666	36,349	36,349	36,349	40,099	40,099	57,455	162,691	15,046	644,446
6000 - Capital Outlay - C Non-cash item															
6400 - Equipment - for expansion &/or new															
6400 - Equipment - replacements of existing															
Total 6000 - Capital Outlay															
Total Expense	120,660	163,050	332,883	349,193	324,889	435,403	325,129	325,408	326,018	329,397	330,491	423,598	353,410	151,847	4,291,376
Contribution to Reserves (Monthly Operating Surplus/Deficit)	(48,955)	73,115	90,911	(45,415)	(31,217)	(50,569)	(28,999)	(33,033)	(30,853)	(58,169)	(26,313)	(170,824)	(245,359)	(151,847)	(254,123)
987-433 Fund Balance	938,478	1,011,593	1,102,505	1,057,089	1,025,873	975,304	946,354	913,321	1,044,175	986,006	959,693	1,130,517	885,158	733,310	-5.92%
391-895 Cash	342,940	416,055	506,966	461,551	430,334	379,766	350,816	317,763	448,636	390,468	364,155	534,978	289,619	137,772	
339756 Cash w/o restricted	290,801	363,916	454,827	409,412	378,195	327,627	298,677	265,644	396,497	338,329	312,016	482,839	237,480	85,633	

San Diego Cooperative Charter School Cash Flow by Month 2017-18	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	2017-18
Income Details													
8011 - LCFE	41,634	41,634	74,942	74,942	74,942	74,942	74,942	74,942	74,942	74,942	74,942	74,942	832,689
8017 - Education Protection Account			138,710	138,710	138,710	138,710	138,710	138,710	138,710	138,710	138,710	138,710	554,639
8019 - Prior-year adjustments													-
8311 - SPED AB-602	10,310	10,310	18,558	18,558	18,558	18,558	18,558	15,465	15,465	15,465	15,465	28,875	206,198
8311 FED - SPED Federal								28,875					57,750
8312 - SPED Mental Health													-
8291 - NCLB Title I			9,162			20,172						6,669	36,003
8292 - NCLB Title II						1,004						1,004	1,004
8290 - All Other Federal Revenue - Other													-
8560 - Lottery	0	0	0	0	0	33,458	0	0	0	0	33,458	16,729	83,644
8592 - SB7 Admin Director												16,706	16,706
8590 - All Other State Revenue - Other													-
8663 - Interest Income													-
8666.9 Bridge-the-gap									31,825				31,825
8666.6 - Contributions Income - Gala Contributions from Foundation												100,000	100,000
8666.11 - Contributions from PSA													-
8780 - In Lieu Property Tax	127,829	255,657	170,438	170,438	170,438	170,438	170,438	298,267	149,133	149,133	149,133	149,133	2,130,478
8699.1 Extended Field Trip Donations													-
8661 - Summer Camp Income	0	0	0	0	0	0	0	0	0	0	0	0	-
8660 - Before/After Care Income	0	0	0	0	0	0	0	0	0	0	0	0	-
Total Income	179,173	307,602	411,810	263,938	263,938	457,282	263,938	388,674	438,950	239,540	272,998	562,693	4,051,136
Expense Details													
1000 - Certificated Personnel Salaries													
1100 - Teachers' Salaries													
1110 - Certificated 0.00%	3,000	3,000	84,159	84,159	84,159	84,159	126,238	84,159	84,159	84,159	84,159	84,159	294,556
1110.C Common Core													-
1120 - Spanish													-
1110 - Teachers Total	3,000	3,000	84,159	84,159	84,159	84,159	126,238	84,159	84,159	84,159	84,159	84,159	294,556
1200 Admin		17,935	17,935	17,935	17,935	26,902	17,935	17,935	17,935	17,935	17,935	17,935	358,700
1601 - Certificated SPED staff			28,649	28,649	28,649	42,974	28,649	28,649	28,649	28,649	28,649	100,273	372,442
1602 - SPED Tutoring - Certificated													-
1500 - Counselor			7,162	7,162	7,162	7,162	10,742	7,162	7,162	7,162	7,162	7,162	25,066
1002 - Vacation Payout													-
Total 1000 - Certificated	20,935	137,905	137,905	137,905	137,905	161,197	163,585	137,905	137,905	137,905	137,905	469,923	1,800,954
2000 - Classified Personnel Salaries													
1150 - Substitutes			1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	14,175
2100 - Instructional Aides' Salaries													-
1165 Adjunct teachers - non-certificated - Spanish, Dance & Coding			3,310	3,310	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	27,421
2150 Rec 245 57			448	2,694	2,376	2,058	1,460	2,545	2,246	1,941	2,545	2,694	21,006
2500 SPED Aides & Techs			30,895	35,500	35,500	53,250	35,500	35,500	35,500	35,500	35,500	44,375	377,020
XXX) Other SPED classified employees													-
Total 2150 - Teaching Assistant & subs			36,070	42,922	41,894	59,225	40,978	42,062	41,763	41,459	42,062	51,086	439,622
100 11 Summer Camp													-
540 Admin Director		3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	47,247
Total 2160 - After Care Teaching Assistants		3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	43,310
2300 - Classified -													-
Director of Business Operations	4,540	3,027	3,027	3,027	3,027	4,540	3,027	3,027	3,027	3,027	3,027	3,027	39,347
2000 Overtime			700	700	700	700	700	700	700	700	700	700	7,000
Pay increase in lieu of benefits			1,493	1,493	1,493	1,493	1,493	1,493	1,493	1,493	1,493	1,493	14,925
COO													-
0.75 Enrollment Specialist	2,745	2,745	2,745	2,745	2,745	4,117	2,745	2,745	2,745	2,745	2,745	4,117	35,680
2300 Clerical & other of IT Director	3,981	2,654	2,654	2,654	2,654	3,981	2,654	2,654	2,654	2,654	2,654	2,654	34,304
11,266	8,425	10,618	10,618	10,618	10,618	14,831	10,618	10,618	10,618	10,618	10,618	11,990	131,456
2400 - Support Staff													-
Office Support - clerks - 2018-19 reductions in	5,423	5,810	7,394	7,394	7,394	7,394	7,394	7,394	7,394	7,394	7,394	7,394	85,173
Admin Support Specialist													-
Tech Support	3,124	3,124	3,124	3,124	3,124	3,124	4,686	3,124	3,124	3,124	3,124	4,686	40,608
Total 2400 - Support Staff & Kitchen Salaries	8,547	8,934	10,518	10,518	10,518	12,079	10,518	10,518	10,518	10,518	10,518	12,079	125,780
2001 - Classified Vacation Payout													-
Total 2000 - Certificated	19,813	21,296	61,143	67,994	66,967	88,611	67,612	67,135	66,836	66,532	67,135	88,144	749,218

San Diego Cooperative Charter School Cash Flow by Month 2017-18	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	2017-18
3000 · Employee Benefits													
3100 · State Teachers' Retirement System													
#### 3110 - STRS - Instructional		2,979	19,900	19,900	19,900	23,261	26,488	19,900	19,900	19,900	19,900	67,810	259,836
#### 3111 - STRS - Non - Instructional													
Total 3100 - State Teachers' Retirement System		2,979	19,900	19,900	19,900	23,261	26,488	19,900	19,900	19,900	19,900	67,810	259,836
Total 3200-CalPEF 9.20%													
3300 · Social Security / Medicare													
#### 3310 - Social Security - Instructional		1,320	3,791	4,216	4,152	5,494	4,192	4,162	4,144	4,125	4,162	5,465	45,223
#### 3320 - Social Security - Noninstructional													
#### 3330 - Medicare - Instructional	287	612	2,886	2,986	2,971	3,622	3,642	2,973	2,969	2,964	2,973	8,092	36,977
#### 3340 - Medicare - Noninstructional													
Total 3300 - Social Security	287	1,933	6,677	7,201	7,123	9,116	7,834	7,135	7,113	7,089	7,135	13,557	82,201
3400 · Health & Welfare Benefits													
Benefits reconfiguration	(14,083)	(14,083)	(14,083)	(14,083)	(14,083)	(14,083)	(14,083)	(14,083)	(14,083)	(14,083)	(14,083)	(14,083)	(169,000)
H & W Benefits -	46,909	46,909	41,283	41,283	41,283	41,283	41,283	41,283	41,283	41,283	41,283	47,504	512,868
3410 Totals	32,825	32,825	27,200	27,200	27,200	27,200	27,200	27,200	27,200	27,200	27,200	33,420	343,868
3420 - H & W Benefits - Noninstructional													
Total 3400 - Health & Welfare Benefits	32,825	32,825	27,200	27,200	27,200	27,200	27,200	27,200	27,200	27,200	27,200	33,420	343,868
3500 · State Unemployment Insurance													
#### 3510 - SUI - Instructional		21	100	103	102	125	126	103	102	102	103	279	1,265
#### 3520 - SUI - Noninstructional													
Total 3500 - State Unemployment Insurance		21	100	103	102	125	126	103	102	102	103	279	1,265
3600 · Workers' Compensation Insurance													
#### 3610 - Workers Comp - Instructional		9,556	3,946	3,946	3,946	3,946	3,946	3,946	3,946	3,946	3,946		45,072
#### 3620 - Workers Comp - Noninstructional													
Total Admin Director		9,556	3,946	3,946	3,946	3,946	3,946	3,946	3,946	3,946	3,946		45,072
3900 · Other Benefits													
Total 3000 - Employee Benefits	33,113	47,314	57,822	58,350	58,271	63,648	65,594	58,284	58,261	58,237	58,264	115,066	732,242
4000 · Books and Supplies													
4100 Textbooks													
General Instruction	5,000												5,000
Common Core net of Dickinson													
Specialized Instruction													
4100 - Textbooks	5,000												5,000
4200 - Other Books	2,000												2,000
4300 - Instructional Materials													
Classroom Allowance (\$500 per de	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	21,000
General Materials Allowance	1,122	1,122	1,122	1,122	1,122	1,122	1,122	1,122	1,122	1,122	1,122	1,122	13,466
Total 4300 - Instructional Materials	2,872	2,872	2,872	2,872	2,872	2,872	2,872	2,872	2,872	2,872	2,872	2,872	34,466
4400 - Non Capitalized Equipment													
4420 - Furniture			3,000										3,000
Total 4400 - Non Capitalized Equipment			3,000										3,000
4500 - Other Supplies													
4510 - Office Supplies	1,321	1,321	1,321	1,321	1,321	1,321	1,321	1,321	1,321	1,321	1,321	1,321	15,847
4520 - Bathroom & other H&W Supplies	984	984	984	984	984	984	984	984	984	984	984	984	11,813
4530 - Postage and Delivery	132	132	132	132	132	132	132	132	132	132	132	132	1,578
4540 - Printing and Reproduction	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	13,905
4550 - Aftercare Supplies	301	301	301	301	301	301	301	301	301	301	301	301	3,608
Total 4500 - Other Supplies	3,896	3,896	3,896	3,896	3,896	3,896	3,896	3,896	3,896	3,896	3,896	3,896	46,751
4700 - Food Services													
4710 - Student Food Services													
4790 - EDP Snacks	373	373	373	373	373	373	373	373	373	373	373	373	4,474
Total 4700 - Food Services	373	373	373	373	373	373	373	373	373	373	373	373	4,474
Total 4000 - Books and Supplies	14,141	7,141	10,141	7,141	7,141	7,141	7,141	7,141	7,141	7,141	7,141	15,141	103,691
5000 · Services & Other Operating Exp.													
5100 - Instructional Consultants													
5200 - Professional Development - BTSa													
5300 - Dues and Memberships	180	180	180	180	180	3,854	180	180	180	180	180	180	5,638
5400 - Insurance													
5440 - Pupil Insurance			3,365										3,365
5450 - General Liability & D&O													19,049
Total 5000 - Insurance			3,365										19,049
Total 2017-18													22,414

San Diego Cooperative Charter School Cash Flow by Month 2017-18	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	2017-18
5500 - Utilities & Housekeeping													
5505- Bad Debt												4,184	4,184
5510 - Telephone, Internet	2,440	2,440	5,925	2,440	2,440	2,440	2,440	2,440	2,440	2,440	2,440	2,440	32,765
5510.1 USAC Reimbursements													-
5510.1A - CA Teleconnect Fund													-
5520 - Utilities	3,788	3,788	3,788	3,788	3,788	3,788	3,788	3,788	3,788	3,788	3,788	3,788	45,461
5530 - Janitorial Service	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	49,280
5570 - Landscaping Service	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	17,630
5540 trash removal	257	257	257	257	257	257	257	257	257	257	257	257	2,827
Total 5500 - Utilities & Housekeeping	12,435	12,435	15,919	12,435	12,435	12,435	12,435	12,435	12,435	12,435	12,435	11,862	152,148
5600 - Rentals, Leases, Repairs													
5610 - Rent - portables	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	31,671
5620 - Equipment Rental	527	527	527	527	527	527	527	527	527	527	527	527	6,319
5620 - 8th Grade Graduation													
5630 - Repairs including IT	259	259	259	259	259	259	259	259	259	259	259	1,000	1,000
Total 5600 - Rentals, Leases, Repairs	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	4,425	42,098
5800 - Other Services & Operating Exp.													
5805 - Bank & Payroll Svc Fees	448	448	448	448	448	448	448	448	448	448	448	448	5,371
5800-SW Computing Support	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
5807 Enrichment for students													-
5810-Marketing, Branding, Advertising													-
5900.R - SPED Reserves													-
5902 SPED Materials													-
Admin Director	-	1,500	655	655	655	655	655	655	655	655	655	6,002	6,002
5820 - Professional Fees	498	498	498	498	498	498	498	498	498	498	498	498	123,363
5821 - Professional Fees													5,970
5822 - Professional Fees Foundation.													-
5900JPA-SPED JPA fees													-
5830 - Student Transportation													-
5835 student events	881	881	881	881	881	881	881	881	881	881	881	881	10,570
5836- EFT													-
5840 - Legal Fees	500	500	500	500	500	3,750	500	500	500	3,750	3,750	3,750	15,000
5895 & 5895R - Outreach	-	-	412	206	1,107	1,107	1,107	1,107	1,107	1,107	1,107	1,107	6,000
Contribution to supporting org.													9,544
5850 - District Fees	10,311	10,311	10,311	10,311	10,311	10,311	10,311	10,311	10,311	10,311	10,311	10,311	123,737
5596 - Misc. expense													-
Total 5800 - Other Services & Operating Exp.	14,137	15,637	15,205	14,969	15,900	19,650	15,900	15,900	15,900	19,650	19,650	143,231	325,757
Total 5000 - Services & Other Operating Exp.	30,177	31,677	39,818	32,762	33,664	41,088	33,664	33,664	33,664	37,414	37,414	188,349	574,353
6000 - Capital Outlay - C Non-cash item													-
6400 - Equipment - for expansion &/or new													-
6400 - Equipment - replacements of existing													-
Total 6000 - Capital Outlay													-
Total Expense	97,243	126,364	306,829	304,152	303,947	361,884	357,576	304,128	303,806	307,228	307,878	877,623	3,960,458
Contribution to Reserves (Monthly Operating Surplus/Deficit)	82,530	179,238	104,981	(40,214)	(40,088)	95,598	(93,638)	84,546	135,144	(67,688)	(34,880)	(314,930)	90,678
													End of year fund balance
													823,988

San Diego Cooperative Charter School Cash Flow by Month 2018-19		Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	2018-19
Income Details														
	8011 - LFFF	43,205	43,205	77,770	77,770	77,770	77,770	77,770	77,770	77,770	77,770	77,770	77,770	864,106
	8017 - Education Protection Account			143,943	143,943	143,943	143,943	143,943	143,943	143,943	143,943	143,943	143,943	575,773
	8019 - Prior-year adjustments													
	8311 - SPED AB-602	10,310	10,310	18,558	18,558	18,558	18,558	18,558	15,465	15,465	15,465	15,465	28,875	206,198
	8311 FED - SPED Federal													57,750
	8312 - SPED Mental Health													
	8291 - NCLB Title I			9,162			20,172						6,669	36,003
	8292 - NCLB Title II						1,004							1,004
	8290 - All Other Federal Revenue - Other													
	8560 - Lottery	0	0	0	0	33,458	0	0	0	0	0	33,458	16,729	83,644
	8592 - SB7 Admin Director	0	0	0	0	0	0	0	0	0	0	0	0	16,706
	8590 - All Other State Revenue - Other													
	8663 - Interest Income													
	8666.9 Bridge-the-gap													
	8666.6 - Contributions Income - Gala									31,825				31,825
	Contributions from Foundation													125,000
	8666.11 - Contributions from PSA													
	8780 - In Lieu Property Tax	127,829	255,657	170,438	170,438	170,438	170,438	170,438	298,267	149,133	149,133	149,133	149,133	2,130,478
	8699.1 Extended Field Trip Donations													
	8661 - Summer Camp Income													
	8660 - Before/After Care Income	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Income	181,344	309,173	419,871	268,766	300,223	431,885	268,766	391,901	447,011	242,368	275,825	595,754	4,128,466
Expense Details														
	1000 - Certificated Personnel Salaries													
	1100 - Teachers' Salaries		3,000	84,159	84,159	84,159	84,159	126,238	84,159	84,159	84,159	84,159	84,159	294,556
	1110 - Certificated 0.00%													
	1110.C Common Core													
	1120 - Spanish													
	1110 - Teachers Total		3,000	84,159	84,159	84,159	84,159	126,238	84,159	84,159	84,159	84,159	84,159	294,556
	Total 1100 - Teachers' Salaries		3,000	84,159	84,159	84,159	84,159	126,238	84,159	84,159	84,159	84,159	84,159	294,556
	1200 Admin		17,647	17,647	17,647	17,647	26,471	17,647	17,647	17,647	17,647	17,647	17,647	352,995
	1601 - Certificated SPED staff			28,649	28,649	28,649	42,974	28,649	28,649	28,649	28,649	28,649	28,649	100,273
	1602 - SPED Tutoring - Certificated													372,442
	1500 - Counselor			7,162	7,162	7,162	7,162	10,742	7,162	7,162	7,162	7,162	7,162	25,066
	1002 - Vacation Payout													14,159
	Total 1000 - Certificated	-	20,847	137,617	137,617	137,617	160,765	163,277	137,617	137,617	137,617	137,617	141,418	469,348
	2000 - Classified Personnel Salaries			1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	14,175
	2100 - Instructional Aides' Salaries													
	1165 Adjunct teachers - non-certificated - Spanish, Dan			3,310	3,310	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	27,421
	2150) Rec 245			448	2,694	2,376	2,058	1,460	2,545	2,246	1,941	2,545	2,694	21,006
	2500 SPED Aides & Techs			30,895	35,500	35,500	53,250	35,500	35,500	35,500	35,500	35,500	35,500	377,020
	XXX) Other SPED classified employees													
	Total 2150 - Teaching Assistant & subs			36,070	42,922	41,894	59,225	40,978	42,062	41,763	41,459	42,062	51,086	439,622
	100 11 Summer Camp			3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	47,247
	540 Admin Director			3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	47,247
	Total 2160 - After Care Teaching Assistants			3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	47,247
	2300 - Classified -													
	Director of Business Operations	4,316	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	35,963
	2000 Overtime			700	700	700	700	700	700	700	700	700	700	7,000
	Pay increase in lieu of benefits			1,493	1,493	1,493	1,493	1,493	1,493	1,493	1,493	1,493	1,493	14,925
	COO													
	0.75 Enrollment Specialist	2,745	2,745	2,745	2,745	2,745	4,117	2,745	2,745	2,745	2,745	2,745	4,117	35,680
	2300 Clerical & other of IT Director	3,764	2,523	2,523	2,523	3,784	3,784	2,523	2,523	2,523	2,523	2,523	2,523	32,798
		10,845	8,145	10,337	10,337	12,971	12,971	10,337	10,337	10,337	10,337	10,337	11,709	126,367
	2400 - Support Staff													
	Office Support - clerks - 2018-19 reductions in	5,423	5,810	7,394	7,394	7,394	7,394	7,394	7,394	7,394	7,394	7,394	7,394	85,173
	Admin Support Specialist													
	Tech Support	3,124	3,124	3,124	3,124	3,124	3,124	3,124	3,124	3,124	3,124	3,124	3,124	40,608
	Total 2400 - Support Staff & Kitchen Salaries	8,547	8,934	10,518	10,518	10,518	10,518	12,079	10,518	10,518	10,518	10,518	12,079	125,780
	2001 - Classified Vacation Payout													9,051
	Total 2000 - Certificated	23,329	21,016	60,862	67,714	66,686	86,751	67,332	66,854	66,555	66,251	66,854	87,864	748,067

San Diego Cooperative Charter School Cash Flow by Month 2018-19	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	2018-19
3000 · Employee Benefits													
3100 · State Teachers' Retirement System													
#### 3110 - STRS - Instructional		3,361	22,404	22,404	22,404	26,173	29,838	22,404	22,404	22,404	22,404	76,410	292,610
#### 3111 - STRS - Non - Instructional													
Total 3100 - State Teachers' Retirement System		3,361	22,404	22,404	22,404	26,173	29,838	22,404	22,404	22,404	22,404	76,410	292,610
Total 3200-CalPEF 9.20%													
3300 · Social Security / Medicare													
#### 3310 - Social Security - Instructional	1,446	1,303	3,773	4,198	4,135	5,379	4,175	4,145	4,126	4,108	4,145	5,448	46,380
#### 3320 - Social Security - Noninstructional	287	612	2,886	2,986	2,971	3,622	3,642	2,973	2,969	2,964	2,973	8,092	36,977
#### 3330 - Medicare - Instructional													
#### 3340 - Medicare - Noninstructional	1,734	1,915	6,660	7,184	7,105	9,001	7,817	7,118	7,095	7,072	7,118	13,540	83,358
Total 3300 - Social Security	(14,083)	(14,083)	(14,083)	(14,083)	(14,083)	(14,083)	(14,083)	(14,083)	(14,083)	(14,083)	(14,083)	(14,083)	(169,000)
3400 · Health & Welfare Benefits	50,661	50,661	44,586	44,586	44,586	44,586	44,586	44,586	44,586	44,586	44,586	51,304	553,898
Benefits reconfiguration	36,578	36,578	30,502	30,502	30,502	30,502	30,502	30,502	30,502	30,502	30,502	37,221	384,898
3410 Totals	36,578	36,578	30,502	30,502	30,502	30,502	30,502	30,502	30,502	30,502	30,502	37,221	384,898
3420 - H & W Benefits - Noninstructional													
Total 3400 - Health & Welfare Benefits	36,578	36,578	30,502	30,502	30,502	30,502	30,502	30,502	30,502	30,502	30,502	37,221	384,898
3500 · State Unemployment Insurance													
#### 3510 - SUI - Instructional	12	21	99	103	102	124	125	102	102	102	102	279	1,273
#### 3520 - SUI - Noninstructional													
Total 3500 - State Unemployment Insurance	12	21	99	103	102	124	125	102	102	102	102	279	1,273
3600 · Workers' Compensation Insurance													
#### 3610 - Workers Comp - Instructional	10,538	4,352	4,352	4,352	4,352	4,352	4,352	4,352	4,352	4,352	4,352	49,708	49,708
#### 3620 - Workers Comp - Noninstructional	10,538	4,352	4,352	4,352	4,352	4,352	4,352	4,352	4,352	4,352	4,352	49,708	49,708
Total Admin Director													
3900 · Other Benefits													
Total 3000 - Employee Benefits	48,862	46,228	64,017	64,545	64,466	70,152	72,634	64,479	64,456	64,452	60,127	127,449	811,945
4000 · Books and Supplies													
4100 Textbooks													
General Instruction	5,000												5,000
Common Core net of Dickinson													
Specialized Instruction													
4100 - Textbooks	5,000												5,000
4200 - Other Books	2,000												2,000
4300 - Instructional Materials													
Classroom Allowance (\$500 per de	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	21,000
General Materials Allowance	1,156	1,156	1,156	1,156	1,156	1,156	1,156	1,156	1,156	1,156	1,156	1,156	13,870
Total 4300 - Instructional Materials	2,906	2,906	2,906	2,906	2,906	2,906	2,906	2,906	2,906	2,906	2,906	2,906	34,870
4400 - Non Capitalized Equipment													
4420 - Furniture													
Total 4400 - Non Capitalized Equipment													8,240
4500 · Other Supplies													
4510 - Office Supplies	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	16,322
4520 - Bathroom & other H&W Supplies	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	12,167
4530 - Postage and Delivery	135	135	135	135	135	135	135	135	135	135	135	135	1,625
4540 - Printing and Reproduction	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194	14,322
4550 - Aftercare Supplies	310	310	310	310	310	310	310	310	310	310	310	310	3,717
Total 4500 - Other Supplies	4,013	4,013	4,013	4,013	4,013	4,013	4,013	4,013	4,013	4,013	4,013	4,013	48,153
4700 - Food Services													
4710 - Student Food Services													
4790 - EDP Snacks	384	384	384	384	384	384	384	384	384	384	384	384	4,608
Total 4700 - Food Services	384	384	384	384	384	384	384	384	384	384	384	384	4,608
Total 4000 - Books and Supplies	14,303	7,303	7,303	7,303	7,303	7,303	7,303	7,303	7,303	7,303	7,303	15,543	102,871
5000 · Services & Other Operating Exp.													
5100 - Instructional Consultants			1,776	1,776	1,776	1,776	1,776	1,776	1,776	1,776	1,776	1,776	17,757
5200 - Professional Development - BTSA													8,858
5300 - Dues and Memberships	180	180	180	180	180	3,854	180	180	180	180	180	175	5,633
5400 - Insurance													
5440 - Pupil Insurance			3,365										101
5450 - General Liability & D&O													21,008
Total 5000 - Insurance			3,365										21,109
Total 5400 - Insurance			3,365										24,474

San Diego Cooperative Charter School Cash Flow by Month 2018-19	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	2018-19
5500 - Utilities & Housekeeping													
5505- Bad Debt	-	-	-	-	-	-	-	-	-	-	-	4,184	4,184
5510 - Telephone, Internet	2,513	2,513	2,513	2,513	2,513	2,513	2,513	2,513	2,513	2,513	2,513	2,513	30,159
5510.1 USAC Reimbursements													-
5510.1A - CA Teleconnect Fund													-
5520 - Utilities	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	46,825
5530 - Janitorial Service	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	-	49,280
5570 - Landscaping Service	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	17,630
5540 trash removal	257	257	257	257	257	257	257	257	257	257	257	-	2,827
Total 5500 - Utilities & Housekeeping	12,621	12,621	12,621	12,621	12,621	12,621	12,621	12,621	12,621	12,621	12,621	12,069	150,905
5600 - Rentals, Leases, Repairs													
5610 - Rent - portables	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	31,671
5620 - Equipment Rental	527	527	527	527	527	527	527	527	527	527	527	716	6,508
5620 - 8th Grade Graduation													-
5630 - Repairs including IT	267	267	267	267	267	267	267	267	267	267	267	1,000	1,000
Total 5600 - Rentals, Leases, Repairs	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	4,622	42,381
5800 - Other Services & Operating Exp.													
5805 - Bank & Payroll Svc Fees	461	461	461	461	461	461	461	461	461	461	461	461	5,532
5800.SW Computing Support	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	
5807 Enrichment for students													
5810-Marketing, Branding, Advertising													
5900.R - SPED Reserves													
5902 SPED Materials													
Admin Director	-	1,500	655	655	655	655	655	655	655	655	655	6,002	6,002
5820 - Professional Fees	512	512	512	512	512	512	512	512	512	512	512	512	123,363
5821 - Professional Fees													
5822 - Professional Fees Foundation.													
5900.JPA-SPED.JPA fees													
5830 - Student Transportation	907	907	907	907	907	907	907	907	907	907	907	907	10,888
5835 student events													
5836- EFT	-	-	-	-	-	-	-	-	-	-	-	-	-
5840 - Legal Fees	500	500	500	500	500	500	500	500	500	500	500	500	15,000
5895 & 5895R - Outreach	-	-	412	206	1,107	1,107	1,107	1,107	1,107	1,107	1,107	1,107	6,000
Contribution to supporting org.													9,544
5850 - District Fees	10,442	10,442	10,442	10,442	10,442	10,442	10,442	10,442	10,442	10,442	10,442	10,442	125,307
5596 - Misc. expense	14,323	15,823	15,390	15,184	16,085	19,835	16,085	16,085	16,085	19,835	19,835	143,416	309,985
Total 5800 - Services & Operating Exp.	30,558	32,058	36,765	33,194	34,096	41,920	34,096	34,096	34,096	37,846	37,846	192,025	578,193
Total 5900 - Services & Other Operating Exp.													
6000 - Capital Outlay - C Non-cash item													
6400 - Equipment - for expansion &/or new													
6400 - Equipment - replacements of existing													
Total 6000 - Capital Outlay													
Total Expense	117,050	127,251	306,565	310,373	310,167	366,490	364,641	310,348	310,026	313,449	309,746	892,228	4,038,334
Contribution to Reserves (Monthly Operating Surplus/Deficit)	64,294	181,922	113,306	(43,607)	(9,944)	65,395	(97,875)	81,153	136,984	(71,091)	(33,921)	(296,473)	90,152
End of year fund balance													914,140

San Diego Cooperative Charter School Cash Flow by Month 2019-20		Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	2019-20
Income Details														
	8011 - LCFE	47,076	47,076	84,736	84,736	84,736	84,736	84,736	84,736	84,736	84,736	84,736	84,736	841,513
	8017 - Education Protection Account			156,838	156,838	156,838	156,838	156,838	156,838	156,838	156,838	156,838	156,838	627,352
	8019 - Prior-year adjustments													
	8311 - SPED AB-602	10,310	10,310	18,558	18,558	18,558	18,558	18,558	15,465	15,465	15,465	15,465	30,930	206,198
	8311 FED - SPED Federal								28,875	28,875			28,875	57,750
	8312 - SPED Mental Health													
	8291 - NCLB Title I			9,162			20,172						6,669	36,003
	8292 - NCLB Title II						1,004							1,004
	8290 - All Other Federal Revenue - Other													
	8560 - Lottery	0	0	0	33,458	0	0	0	0	0	0	33,458	16,729	83,644
	8592 - SB7 Admin Director	0	0	0	0	0	0	0	0	0	0	0	0	16,706
	8590 - All Other State Revenue - Other													
	8663 - Interest Income													
	8666.9 Bridge-the-gap									31,825			125,000	31,825
	8666.6 - Contributions Income - Gala Contributions from Foundation													125,000
	8666.11 - Contributions from PSA													
	8780 - In Lieu Property Tax	127,829	255,657	170,438	170,438	170,438	170,438	170,438	298,267	149,133	149,133	149,133	149,133	2,130,478
	8661 - Extended Field Trip Donations													
	8661 - Summer Camp Income													
	8660 - Before/After Care Income	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Income	165,214	313,043	439,732	307,190	273,732	451,746	273,732	398,468	466,872	249,334	282,792	615,616	4,257,473
Expense Details														
	1000 - Certificated Personnel Salaries													
	1100 - Teachers' Salaries													
	1110 - Certificated 0.00%		3,000	84,159	84,159	84,159	84,159	126,238	84,159	84,159	84,159	84,159	294,556	1,097,064
	1110.C Common Core													
	1120 - Spanish													
	1110 - Teachers Total		3,000	84,159	84,159	84,159	84,159	126,238	84,159	84,159	84,159	84,159	294,556	1,097,064
	Total 1100 - Teachers' Salaries		3,000	84,159	84,159	84,159	84,159	126,238	84,159	84,159	84,159	84,159	294,556	1,097,064
	1200 Admin		17,647	17,647	17,647	17,647	26,471	17,647	17,647	17,647	17,647	17,647	35,295	220,591
	1601 - Certificated SPED staff			28,649	28,649	28,649	42,974	28,649	28,649	28,649	28,649	28,649	100,273	372,442
	1602 - SPED Tutoring - Certificated													
	1500 - Counselor			7,162	7,162	7,162	7,162	10,742	7,162	7,162	7,162	7,162	25,066	93,101
	1002 - Vacation Payout												14,159	14,159
	Total 1000 - Certificated	-	20,647	137,617	137,617	137,617	160,765	163,277	137,617	137,617	137,617	137,617	469,348	1,797,357
	2000 - Classified Personnel Salaries													
	1150 - Substitutes			1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	14,175
	2100 - Instructional Aides' Salaries													
	1165 Adjunct teachers - non-certificated - Spanish, Dan			3,310	3,310	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	27,421
	2150) Rec 245 57			448	2,694	2,376	2,058	1,460	2,545	2,246	1,941	2,545	2,694	21,006
	2500 SPED Aides & Techs			30,895	35,500	35,500	53,250	35,500	35,500	35,500	35,500	35,500	44,375	377,020
	XXX) Other SPED classified employees													
	Total 2150 - Teaching Assistant & subs			36,070	42,922	41,894	59,225	40,978	42,062	41,763	41,459	42,062	51,086	439,622
	100 11 Summer Camp			3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	47,247
	540 Admin Director			3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	47,247
	Total 2160 - After Care Teaching Assistants			3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	3,937	47,247
	2300 - Classified -													
	Director of Business Operations	4,316	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	35,963
	2000 Overtime			700	700	700	700	700	700	700	700	700	700	7,000
	Pay increase in lieu of benefits			1,493	1,493	1,493	1,493	1,493	1,493	1,493	1,493	1,493	1,493	14,925
	COO													
	0.75 Enrollment Specialist	2,745	2,745	2,745	2,745	2,745	4,117	2,745	2,745	2,745	2,745	2,745	4,117	35,680
	2300 Clerical & other of IT Director	3,764	2,523	2,523	2,523	3,784	2,523	2,523	2,523	2,523	2,523	2,523	2,523	32,798
		10,845	8,145	10,337	10,337	12,971	10,337	10,337	10,337	10,337	10,337	10,337	11,709	126,367
	2400 - Support Staff													
	Office Support - clerks - 2018-19 reductions in	5,423	5,810	7,394	7,394	7,394	7,394	7,394	7,394	7,394	7,394	7,394	7,394	85,173
	Admin Support Specialist													
	Tech Support	3,124	3,124	3,124	3,124	3,124	3,124	4,686	3,124	3,124	3,124	3,124	4,686	40,608
	Total 2400 - Support Staff & Kitchen Salaries	8,547	8,934	10,518	10,518	10,518	10,518	12,079	10,518	10,518	10,518	10,518	12,079	125,780
	2001 - Classified Vacation Payout													9,051
	Total 2000 - Certificated	23,329	21,016	60,862	67,714	66,686	86,751	67,332	66,854	66,555	66,251	66,854	87,864	748,067

San Diego Cooperative Charter School Cash Flow by Month 2019-20		Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	2019-20
3000 · Employee Benefits														
3100 · State Teachers' Retirement System														
#### 3110 - STRS - Instructional			3,743	24,950	24,950	24,950	29,147	33,228	24,950	24,950	24,950	24,950	85,093	325,861
#### 3111 - STRS - Non - Instructional														
Total 3100 - State Teachers' Retirement System			3,743	24,950	24,950	29,147	33,228	33,228	24,950	24,950	24,950	24,950	85,093	325,861
Total 3200-CalPEF 9.20%														
3300 · Social Security / Medicare														
#### 3310 - Social Security - Instructional		1,446	1,303	3,773	4,198	4,135	5,379	4,175	4,145	4,126	4,108	4,145	5,448	46,380
#### 3320 - Social Security - Noninstructional														
#### 3330 - Medicare - Instructional		338	604	2,878	2,977	2,982	3,589	3,634	2,965	2,961	2,956	2,965	8,080	36,909
#### 3340 - Medicare - Noninstructional														
Total 3300 - Social Security		1,785	1,907	6,651	7,176	7,097	8,968	7,808	7,110	7,087	7,064	7,110	13,527	83,289
3400 · Health & Welfare Benefits														
#### 3420 - H & W Benefits - Noninstructional														
Total 3400 - Health & Welfare Benefits		40,631	40,631	34,069	34,069	34,069	34,069	34,069	34,069	34,069	34,069	34,069	41,325	429,210
3500 · State Unemployment Insurance														
#### 3510 - SUI - Instructional			12	21	99	103	102	124	125	102	102	102	102	994
#### 3520 - SUI - Noninstructional														
Total 3500 - State Unemployment Insurance			12	21	99	103	102	124	125	102	102	102	102	994
3600 · Workers' Compensation Insurance														
#### 3610 - Workers Comp - Instructional		10,854	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	-	-	-	49,252
#### 3620 - Workers Comp - Noninstructional														
Total Admin Director		10,854	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	-	-	-	49,252
3900 · Other Benefits														
Total 3000 - Employee Benefits		53,270	51,093	70,491	71,094	71,018	77,085	80,029	71,054	71,008	66,165	66,231	140,047	866,606
4000 · Books and Supplies														
4100 Textbooks														
General Instruction		5,000												5,000
Common Core net of Dickinson														-
Specialized Instruction														
4100 - Textbooks		5,000												5,000
4200 - Other Books		2,000												2,000
4300 - Instructional Materials														
Classroom Allowance (\$500 per de		1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	21,000
General Materials Allowance		1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	14,286
Total 4300 - Instructional Materials		2,941	2,941	2,941	2,941	2,941	2,941	2,941	2,941	2,941	2,941	2,941	2,941	35,286
4400 - Non Capitalized Equipment														
4420 - Furniture														
Total 4400 - Non Capitalized Equipment														
4500 - Other Supplies														
4510 - Office Supplies		1,401	1,401	1,401	1,401	1,401	1,401	1,401	1,401	1,401	1,401	1,401	1,360	16,771
4520 - Bathroom & other H&W Supplies		1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	12,532
4530 - Postage and Delivery		140	140	140	140	140	140	140	140	140	140	140	140	1,674
4540 - Printing and Reproduction		1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	14,752
4550 - Aftercare Supplies		319	319	319	319	319	319	319	319	319	319	319	319	3,828
Total 4500 - Other Supplies		4,133	4,133	4,133	4,133	4,133	4,133	4,133	4,133	4,133	4,133	4,133	4,092	49,557
4700 - Food Services														
4710 - Student Food Services														
4790 - EDP Snacks		396	396	396	396	396	396	396	396	396	396	396	396	4,747
Total 4700 - Food Services		396	396	396	396	396	396	396	396	396	396	396	396	4,747
Total 4000 - Books and Supplies		14,469	7,469	7,469	7,469	7,469	7,469	7,469	7,469	7,469	7,469	7,469	15,916	105,077
5000 · Services & Other Operating Exp.														
5100 - Instructional Consultants				1,829	1,829	1,829	1,829	1,829	1,829	1,829	1,829	1,829	1,829	18,290
5200 - Professional Development - BTSa														8,858
5300 - Dues and Memberships		180	180	180	180	180	3,854	180	180	180	180	180	175	5,833
5400 - Insurance														
5440 - Pupil Insurance				3,365									104	3,469
5450 - General Liability & D&O													23,168	23,168
Total 5000 - Insurance				3,365									104	3,469
Total 4000 - Books and Supplies				3,365									23,272	26,637

San Diego Cooperative Charter School Cash Flow by Month 2019-20	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	2019-20
5500 - Utilities & Housekeeping													
5505- Bad Debt												4,184	4,184
5510 - Telephone, Internet	2,513	2,513	2,513	2,513	2,513	2,513	2,513	2,513	2,513	2,513	2,513	2,513	30,159
5510.1 USAC Reimbursements													-
5510.1A - CA Teleconnect Fund													-
5520 - Utilities	4,019	4,019	4,019	4,019	4,019	4,019	4,019	4,019	4,019	4,019	4,019	4,019	48,229
5530 - Janitorial Service	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	49,280
5570 - Landscaping Service	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	17,630
5540 trash removal	257	257	257	257	257	257	257	257	257	257	257	257	2,827
Total 5500 - Utilities & Housekeeping	12,739	12,739	12,739	12,739	12,739	12,739	12,739	12,739	12,739	12,739	12,739	12,186	152,310
5600 - Rentals, Leases, Repairs													
5610 - Rent - portables	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	31,671
5620 - Equipment Rental	527	527	527	527	527	527	527	527	527	527	527	911	6,704
5620 - 8th Grade Graduation													
5630 - Repairs including IT	267	267	267	267	267	267	267	267	267	267	267	267	1,000
Total 5600 - Rentals, Leases, Repairs	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	4,817	42,577
5800 - Other Services & Operating Exp.													
5805 - Bank & Payroll Svc Fees	461	461	461	461	461	461	461	461	461	461	461	461	5,532
5800-SW Computing Support	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	
5807 Enrichment for students													
5810-Marketing, Branding, Advertising													
5900.R - SPED Reserves													
5902 SPED Materials													
Admin Director		1,500	655	655	655	655	655	655	655	655	655	6,002	6,002
5820 - Professional Fees	528	528	528	528	528	528	528	528	528	528	528	528	125,563
5821 - Professional Fees													
5822 - Professional Fees Foundation.													
5900JPA-SPED JPA fees													
5830 - Student Transportation													
5835 student events	935	935	935	935	935	935	935	935	935	935	935	935	11,214
5836- EFT													
5840 - Legal Fees	500	500	500	500	500	500	500	500	500	500	500	3,750	15,000
5895 & 5895R - Outreach			412	206	1,107	1,107	1,107	1,107	1,107	1,107	1,107	1,107	6,000
Contribution to supporting org.													9,544
5850 - District Fees	10,765	10,765	10,765	10,765	10,765	10,765	10,765	10,765	10,765	10,765	10,765	10,765	129,177
5596 - Misc. expense													
Total 5800 - Other Services & Operating Exp.	14,688	16,188	15,755	15,549	16,451	20,201	16,451	16,451	16,451	20,201	20,201	143,781	314,366
Total 5800 - Services & Other Operating Exp.	31,040	32,540	37,301	33,730	34,631	42,055	34,631	34,631	34,631	38,381	38,381	194,919	566,870
6000 - Capital Outlay - C Non-cash item													
6400 - Equipment - for expansion &/or new													
6400 - Equipment - replacements of existing													
Total 6000 - Capital Outlay													
Total Expense	122,107	132,764	313,741	317,623	317,422	374,126	372,738	317,625	317,281	315,903	316,552	908,093	4,125,976
Contribution to Reserves (Monthly Operating Surplus/Deficit)	63,107	180,279	125,992	(10,433)	(43,689)	77,620	(89,006)	80,842	149,591	(66,569)	(33,760)	(292,477)	131,496
End of year fund balance													1,045,637

ARTICLES OF INCORPORATION

OCT 11 2000

OF

BILL JONES, Secretary of State

THE THERESA HESSLING CHARTER SCHOOL PROJECT

A NON-PROFIT CORPORATION

The undersigned incorporator(s), in order to form a non-profit corporation under the laws of the state of California, adopt the following Articles of Incorporation:

I.

The name of this corporation is The Theresa Hessling Charter School Project.

II.

This corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for public purposes. The specific purpose of the corporation is to manage, operate, guide, direct and promote The San Diego Charter School, a California public school, and such other educational activities as the Board of Directors may define from time to time.

III.

The name and address of the corporation's initial agent for service of process are:

Ms. Christina Imhoof
1706 33rd Street
San Diego, CA 92102

IV.

The corporation is organized and operated exclusively to manage, operate, guide, direct and promote The San Diego Charter School, to educate students, and to conduct

educational activities as the Board of Directors may direct from time to time, within the meaning of Section 501(c)(3) of the Internal Revenue Code.

V.

Notwithstanding any other provision of these Articles, this corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

VI.

No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

VII.

The property of this corporation is irrevocably dedicated to the management, operation, guidance, direction and promotion of The San Diego Charter School, and the education of students, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, trustee, officer or member thereof or to the benefit of any private person.

VIII.

Upon the dissolution of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose.

The undersigned incorporators hereby declare under penalty of perjury that the statements made in the foregoing Articles of Incorporation are true.

Dated: 10/11/00

Morgan Weir
MORGAN WEIR, Incorporator

C. Imhoof
CHRISTINA IMHOOF, Incorporator

BYLAWS

OF

THE THERESA HESSLING CHARTER SCHOOL PROJECT

ARTICLE 1

OFFICES

SECTION 1. PRINCIPAL OFFICE

The principal office of the corporation is located in San Diego County, State of California.

SECTION 2. CHANGE OF ADDRESS

The designation of the county or state of the corporation's principal office may be changed by amendment of these Bylaws. The Board of Directors may change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed, nor require, an amendment of these Bylaws:

_____ Dated: _____, 19__

_____ Dated: _____, 19__

_____ Dated: _____, 19__

SECTION 3. OTHER OFFICES

The corporation may also have offices at such other places, within or without its state of incorporation, where it is qualified to do business, as its business and activities may require, and as the board of directors may, from time to time, designate.

ARTICLE 2

NONPROFIT PURPOSES

SECTION 1. IRC SECTION 501(C) (3) PURPOSES

This corporation is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.

Section 2. SPECIFIC OBJECTIVES AND PURPOSES

The specific objectives and purposes of this corporation shall be to create, organize, staff, operate, fund, govern and maintain the San Diego Cooperative Charter School (SDCCS).

ARTICLE 3

DIRECTORS

SECTION 1. NUMBER

The corporation shall have not more than fifteen (15) and not less than seven (7) directors, and collectively they shall be known as the Board of Directors.

SECTION 2. QUALIFICATIONS OF DIRECTORS

Directors shall be of the age of majority in this state. Other qualifications for directors of this corporation shall be as follows: a parent

The importance of a diverse group reflecting the communities served will be given primary consideration at all times in the selection of Board members.

SECTION 3. POWERS OF DIRECTORS

Subject to the provisions of the laws of this state and any limitations in the Articles of Incorporation and these Bylaws relating to action required or permitted to be taken or approved by others, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

SECTION 4. DUTIES

It shall be the duty of the directors to:

(a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation, or by these Bylaws;

(b) Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers and agents of the corporation and the Principal of the School;

(c) Supervise all officers and agents of the corporation, and the Principal of the School, to assure that their duties are performed properly;

(d) Establish and approve all major educational and operational policies; approve the SDCCS annual budget and oversee SDCCS fiscal affairs; contract with outside sources for operations oversight and audit; receive funds for the operation of SDCCS in accordance with charter school law; and solicit and receive grants and donations consistent with the mission of the SDCCS.

(e) Actively pursue fund-raising on an ongoing basis, with the objective of raising operating and capital funds.

(f) Meet at such times and places as required by these Bylaws;

(g) Register their addresses with the Secretary of the corporation, and notices of meetings mailed, e-mailed, or faxed to them at such addresses shall be valid notices thereof;

(h) The Board shall conduct an annual meeting at the end of the Fiscal Year.

(i) Carry out such other duties as are described in the Charter;

❖

(j) The ethnic and cultural diversity of the communities served by SDCCS shall be reflected and honored in all the activities of the Board and its committees.

SECTION 5. TERM OF OFFICE

Each director shall hold office for a period of two (2) years and until his or her successor is elected and qualifies. The terms of office shall be staggered, such that each year, approximately half of the directors shall remain on the Board from the previous year.

SECTION 6. COMPENSATION

Directors shall serve without compensation except that a reasonable fee may be paid to directors for attending regular and special meetings of the board. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their duties.

SECTION 7. PLACE OF MEETINGS

Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at such other place as may be designated from time to time by resolution of the Board of Directors.

SECTION 8. REGULAR MEETINGS

Regular meetings of Directors shall be scheduled and held each month, on a day to be determined by the Board, unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day.

If any Board member shall fail to attend two consecutive meetings of the Board without excuse and, after having been notified by the Secretary of such failure to attend, shall fail to present at the next regular meeting after such notification an excuse for said absence acceptable to the Board, said absent Board member shall, in that case, be deemed to have resigned. However, the Board shall have the power to excuse the absence of any Trustee.

SECTION 9. SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by any two members of the Board, or, if different, by the persons specifically authorized under the laws of this state to call special meetings of the Board. Such meetings shall be held at the principal office of the corporation or, if different, at the place designated by the person or persons calling the special meeting.

SECTION 10. NOTICE OF MEETINGS

Unless otherwise provided by the Articles of Incorporation, these Bylaws, or provisions of law, the following provisions shall govern the giving of notice for meetings of the board of directors:

(a) Regular Meetings. No notice need be given of any regular meeting of the board of directors.

(b) Special Meetings. At least one week's prior notice shall be given by the Secretary of the corporation to each director of each

special meeting of the board. Such notice may be oral or written, may be given personally, by first class mail, by telephone, or by facsimile machine, and shall state the place, date and time of the meeting and the matters proposed to be acted upon at the meeting. In the case of facsimile notification, the director to be contacted shall acknowledge personal receipt of the facsimile notice by a return message or telephone call within twenty four hours of the first facsimile transmission.

(c) Waiver of Notice. Whenever any notice of a meeting is required to be given to any director of this corporation under provisions of the Articles of Incorporation, these Bylaws, or the law of this state, a waiver of notice in writing signed by the director, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

SECTION 11. QUORUM FOR MEETINGS

A quorum shall consist of a majority of the members of the Board of Directors.

Except as otherwise provided under the Articles of Incorporation, these Bylaws, or provisions of law, no business shall be considered by the board at any meeting at which the required quorum is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn.

SECTION 12. MAJORITY ACTION AS BOARD ACTION

Every act or decision done or made by consensus of the Board, or a majority of the directors present at a meeting duly held at which a quorum is present (if consensus is not feasible) is the act of the Board of Directors, unless the Articles of Incorporation, these Bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the board.

SECTION 13. CONDUCT OF MEETINGS

Meetings of the Board of Directors shall be presided over by the President of the Board, or, if no such person has been so designated or, in his or her absence, the Vice President of the Board, or, in his or her absence, by a Chairperson chosen by a majority of the directors present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Members of the Board may participate in a meeting through use of conference telephone or similar communications equipment, so long as all member participating in such a meeting can hear one another.

Participation in a meeting through use of telephone or similar communications equipment shall constitute presence in person at such meeting.

Decisions shall be reached, whenever feasible, by consensus of the members present. If consensus cannot be reached, Robert's Rules of Order shall govern the decision-making process.

Meetings shall be governed by Robert's Rules of Order, insofar as such rules are not inconsistent with or in conflict with the Articles of Incorporation, these Bylaws, or with provisions of law.

SECTION 14. VACANCIES

Vacancies on the Board of Directors shall exist (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

Any director may resign effective upon giving written notice to the Chairperson of the Board, the Vice-Chair, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly-elected director or directors in charge of its affairs, except upon notice to the Office of the Attorney General or other appropriate agency of this state.

Directors may be removed from office, with or without cause, as permitted by and in accordance with the laws of this state.

Unless otherwise prohibited by the Articles of Incorporation, these Bylaws or provisions of law, vacancies on the board may be filled by approval of the board of directors. If the number of directors then in office is less than a quorum, a vacancy on the board may be filled by approval of a majority of the directors then in office or by a sole remaining director. A person elected to fill a vacancy on the board shall hold office until the next election of the Board of Directors or until his or her death, resignation or removal from office.

Voting for the election of directors shall be by written ballot. Each director shall cast one vote per candidate, and may vote for as many candidates as the number of candidates to be elected to the board. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected to serve on the board.

SECTION 15. NONLIABILITY OF DIRECTORS

The directors and officers of the corporation shall not be personally liable for the debts, liabilities, or other obligations of the corporation.



SECTION 16. INDEMNIFICATION BY CORPORATION OF DIRECTORS AND OFFICERS

The directors and officers of the corporation shall be indemnified by the corporation to the fullest extent permissible under the laws of this state.

SECTION 17. INSURANCE FOR CORPORATE AGENTS

Except as may be otherwise provided under provisions of law, the Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Bylaws or provisions of law.

ARTICLE 4

OFFICERS

SECTION 1. DESIGNATION

The officers of the Corporation shall consist of the President of the Board, Vice President, Secretary and Treasurer. All such officers shall be elected annually by majority vote of the Board of Directors at the annual meeting.

SECTION 2. ELECTION AND TENURE

The President, Vice President, Secretary and Treasurer shall be elected annually by the Board of Directors at an annual meeting of the Board. Other officers, if any, may be elected by the Board of Directors at any time.

SECTION 2. REMOVAL AND RESIGNATION OF OFFICERS

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the

Principal or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

SECTION 3. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the Board may or may not be filled, as the Board shall determine.

SECTION 4. DUTIES OF SECRETARY

The Secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy, of these Bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the Board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and affix the seal, as authorized by law or the provisions of these Bylaws, to duly executed documents of the corporation.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefor, the Bylaws, the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 5. DUTIES OF TREASURER

The Treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.

Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefor.

Render to the Principal and directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

Be responsible for all filings required by the California Franchise Tax Board, the State of California corporate laws, the Internal Revenue Service, and any other governmental agency concerned with the corporation's non-profit status.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

ARTICLE 5

PRINCIPAL OF THE SCHOOL

SECTION 1. APPOINTMENT

The Principal of the School shall be hired by the Board of Directors on such terms and conditions as are mutually agreeable to the parties, and shall have general authority over the day-to-day management and operation of the School. The Board of Directors shall conduct an annual review of the Principal of the School.

The corporation may also have more than one Vice Principal, Assistant Secretaries, Assistant Treasurers, and other such officers with such titles as may be determined from time to time by the Board of Directors.

SECTION 2. QUALIFICATIONS

The Principal, and any Vice Principal(s) of the School shall have California teaching credentials and shall meet the qualification requirements as set forth in the Charter documents.

SECTION 3. DUTIES OF THE PRINCIPAL

The Principal shall be the chief executive officer of the School and shall, subject to the control of the Board of Directors, supervise and control the affairs of the School and the activities of the employees of the School. The Principal shall perform all duties incident to the office and such other duties as may be required by law, by the Articles of Incorporation, by these Bylaws, by the School's Charter, or which may be prescribed from time to time by the Board of Directors.

- (i) The Principal shall carry out the policies of the School and the decisions of the Board of Directors as established from time to time by the Board. He or she shall be expected to anticipate the developing needs of the School and the community, both short- and long-term, and to interpret those needs and changes for the Board. He or she shall be responsible for keeping the Board well-informed on all matters pertaining to the School at all times. The Principal shall be an ex-officio member of all committees related to the School.
- (ii) At each regular meeting of the Board of Directors, the Principal shall make a report of the School, and shall make an annual report of the School at the annual meeting of the Board of Directors.
- (iii) The Principal shall be responsible for coordinating the screening, interviewing and hiring of the full-time teaching faculty, part-time teachers, and all other School staff, setting salaries within the minimum and maximum limits

established by the Board of Directors, and shall conduct annual reviews of all personnel.

- (iv) The Principal shall be responsible for all required reporting to the San Diego Unified School District and the State of California Department of Education.
- (v) Except as otherwise expressly provided by law, by the Articles of Incorporation, by these Bylaws, or by the School's Charter, the Principal shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.
- (vi) The Principal shall carry out the duties of the position consistent with the mission and vision of the School, and shall lead by example in implementing the various principles enunciated in the Bylaws and the Charter.

SECTION 7. DUTIES OF VICE PRINCIPAL

In the absence of the Principal, or in the event of his or her inability or refusal to act, the Vice Principal shall perform all the duties of the Principal, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Principal. The Vice Principal shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, by the School's Charter, or by these Bylaws, or as may be prescribed by the Board of Directors.

ARTICLE 6

COMMITTEES

SECTION 1. BOARD COMMITTEES

The Board of Directors may, by a resolution adopted by the majority of its members, provided that a majority is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board. Appointments to such Board committees shall be made by the Chairman of the Board or the Principal. The Board may delegate to such committee the powers and authority of the board in the management of the business and affairs of the corporation, to the extent permitted, and except as may otherwise be provided, by

provisions of law, except that no committee, regardless of Board resolution, may:

- a. Fill vacancies on the Board or any committee which has the authority of the Board;
- b. Fix compensation of Directors for serving on the Board or any committee;
- c. Amend or repeal Bylaws or adopt new Bylaws;
- d. Amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable;
- e. Appoint committees of the Board or the members thereof;
- f. Spend corporate funds to support a nominee or applicant for Director after there are more people nominated for Director than can be elected;
- g. Approve any self-dealing transaction, except as provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law; or
- h. Approve any action for which the California Nonprofit Public Benefit Corporation Law requires the approval of the Board.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

ARTICLE 7

EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the

corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

SECTION 2. CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the Principal of SDCCS.

SECTION 3. DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

SECTION 4. GIFTS

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the nonprofit purposes of this corporation.

ARTICLE 8

SELF-DEALING

SECTION 1. DEFINITION

Self-dealing transaction means a transaction to which the corporation is a party and in which one or more of the Directors ["interested Director(s)"] has a material financial interest. Notwithstanding this definition of self-dealing transaction, the following transactions are not self-dealing transactions, and are subject to the Board's general standard of care.

- a. An action by the Board fixing the compensation of the Director as a Director or officer of the corporation;

- b. A transaction which is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism; and (2) results in a benefit to one or more Directors or their families because they are in a class of persons intended to be benefited by the program;
- c. A transaction of this the interested Directors have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the fiscal year immediately preceding the year in which such transaction occurs, or One Hundred Thousand Dollars (\$100,000).

SECTION 2. ACTION OF THE BOARD

If the transaction appears to be a self-dealing one, the interested Director must demonstrate the following in order to sustain the validity of the transaction:

- a. That, prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the Directors then in office excluding the vote of the interested Director(s), and with knowledge of the material facts concerning the transaction and the interested Director's interest in it. Except as provided in Section 4, below, action by a committee of the Board will not satisfy this requirement.
- b. That either:
 - (1) Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; or
 - (2) The corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.
- c. That the corporation entered into the transaction for its own benefit; and
- d. That the transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction.

SECTION 3. INTERESTED DIRECTOR'S VOTE

In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested Directors may be counted to determine the presence of a quorum, but an interested Director's vote may not be counted toward the required majority for such authorization, approval or ratification.

SECTION 4. COMMITTEE APPROVAL

A Board committee may approve a self-dealing transaction in a manner consistent with the standards prescribed for approval by the Board if it was not reasonably practical to obtain approval of the Board prior to entering into the transaction; the Board determines in good faith that the committee met the same requirements the Board would have had to meet in approving the transaction; and the Board ratifies the transaction at its next meeting by a vote of a majority of the Directors then in office, excluding the vote of the interest Director(s).

SECTION 5. PERSONS LIABLE AND EXTENT OF LIABILITY

If a self-dealing transaction has not been approved as provided above, the interested Director(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, considering any benefit received by it and whether or not the interested Director(s) acted in good faith and with the intent to further the best interests of the corporation.

SECTION 6. STATUTE OF LIMITATIONS

An action to remedy an improper self-dealing transaction, brought by a proper party under Section 5233(c) of the California Nonprofit Public Benefit Corporation Law, must be commenced either:

- a. Within two (2) years after written notice putting forth the material facts of the transaction and the interested Director's interest in it was filed with the Attorney General in accordance with the Attorney General's regulations; or
- b. If no such notice is filed, within three (3) years after the transaction occurred, except that the Attorney General shall have ten (10) years after the transaction occurred within which to file an action.

SECTION 7. CORPORATE LOANS AND ADVANCES

The corporation shall not make any loan of money or property to, or guarantee the obligation of, any Director or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a Director or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Director, if, in the absence of such advance, such Director or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

SECTION 8. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS

The annual statement required by Section 6322 of the California Nonprofit Public Benefit Corporation Law shall be furnished to the Directors for any fiscal year in which a transaction or indemnification of the kind described in a. or b. below took place:

- a. A transaction in which the corporation or a parent or subsidiary was a party and one or more Directors or officers of the corporation or a parent or subsidiary or a holder of more than ten percent (10%) of the voting power of the corporation or a parent or subsidiary had a direct or indirect material financial interest and which involved Fifty Thousand Dollars (\$50,000) or more, or which was one of a number of such transaction which involved the same interested person(s) and which amounted in the aggregate to Fifty Thousand Dollars (\$50,000) or more; or
- b. Any indemnification or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year to any officer or Director of the corporation or a parent or subsidiary.

Such statement shall be mailed or delivered to the Directors within one hundred twenty (120) days after the close of the corporation's fiscal year.

ARTICLE 9

CORPORATE RECORDS, REPORTS AND SEAL

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office:

(a) Minutes of all meetings of directors, committees of the board, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;

(b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;

(c) A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members of the Board of Directors and Officers of the corporation at all reasonable times during office hours.

SECTION 2. CORPORATE SEAL

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3. DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation and shall have such other rights to inspect the books, records and properties of this corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws, and provisions of law.

SECTION 5. RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection shall include the right to copy and make extracts.

SECTION 6. PERIODIC REPORT

The board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state, to be so prepared and delivered within the time limits set by law.

ARTICLE 10

IRC 501(C) (3) TAX EXEMPTION PROVISIONS

SECTION 1. LIMITATIONS ON ACTIVITIES

No substantial part of the activities of this corporation shall be the carrying on of propoganda, or otherwise attempting to influence legislation [except as otherwise provided by Section 501(h) of the Internal Revenue Code], and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

Notwithstanding any other provisions of these Bylaws, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c) (3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c) (2) of the Internal Revenue Code.

SECTION 2. PROHIBITION AGAINST PRIVATE INUREMENT

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its 1, directors or trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this corporation.

SECTION 3. DISTRIBUTION OF ASSETS

Upon the dissolution of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section 510(c) (3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

SECTION 4. PRIVATE FOUNDATION REQUIREMENTS AND RESTRICTIONS

In any taxable year in which this corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the corporation 1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; 2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; 3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue

Code; 4) shall not make any investments in such manner as to subject the corporation to tax under Section 4944 of the Internal Revenue Code; and 5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

ARTICLE 11

AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT

Subject to the power of the 1, if any, of this corporation to adopt, amend or repeal the Bylaws of this corporation and except as may otherwise be specified under provisions of law, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted by approval of the Board of Directors.

ARTICLE 12

CONSTRUCTION AND TERMS

If there is any conflict between the provisions of these Bylaws and the Articles of Incorporation of this corporation, the provisions of the Articles of Incorporation shall govern.

Should any of the provisions or portions of these Bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these Bylaws shall be unaffected by such holding.

All references in these Bylaws to the Articles of Incorporation shall be to the Articles of Incorporation, Articles of Organization, Certificate of Incorporation, Organizational Charter, Corporate Charter, or other founding document of this corporation filed with an office of this state and used to establish the legal existence of this corporation.

All references in these Bylaws to a section or sections of the Internal Revenue Code shall be to such sections of the Internal Revenue Code of 1986 as amended from time to time, or to corresponding provisions of any future federal tax code.

ADOPTION OF BYLAWS

We, the undersigned, are all of the initial directors or incorporators of this corporation, and we consent to, and hereby do, adopt the foregoing Bylaws, consisting of twenty (20) preceding pages, as the Bylaws of this corporation.

Dated: 1/31/01

C. T. Imhoff

Patricia C. Eshleman

J. B. O'Neill

Raphanie Khemon

Carl Kleistors

C. P. Brown


[Signature]

[Signature]

C2054125 THE THERESA HESSLING CHARTER SCHOOL PROJECT

Registration Date: 10/11/2000
Jurisdiction: CALIFORNIA
Entity Type: DOMESTIC NONPROFIT
Status: ACTIVE
Agent for Service of Process: KRISTIE YEN
7260 LINDA VISTA RD.
SAN DIEGO CA 92111
Entity Address: 7260 LINDA VISTA RD.
SAN DIEGO CA 92111
Entity Mailing Address: 7260 LINDA VISTA RD.
SAN DIEGO CA 92111

A Statement of Information is due EVERY EVEN-NUMBERED year beginning five months before and through the end of October.

Document Type	↕ File Date	PDF
SI-COMPLETE	01/06/2017	
SI-COMPLETE	09/18/2014	

BYLAWS
OF
THE THERESA HESSLING CHARTER SCHOOL PROJECT
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is The Theresa Hessling Charter School Project Charter School.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located in San Diego, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of

the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than seven (7) and no more than fifteen (15), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least seven (7) directors unless changed by amendment to these bylaws. The board will include one parent liaison and one staff liaison from each school site. These directors will be elected by the site's PSA and staff, respectively. PSA representatives will serve terms consistent with the Parent Staff Association's bylaws and will have all the rights and responsibilities of a director.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; (d) the

PSA representative no longer has at least one child attending a charter school operated by the Corporation; (e) the termination of employment with the Corporation for an employee representative; or (f) the unexcused failure of a director to attend two consecutive Board meetings.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; All meetings of the Board of Directors and its standing committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the President of the Board of Directors, who shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours' notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting

via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹

- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in standing committee meetings, which are open to the public. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a President-Elect, a Secretary, and a Treasurer.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President of the Board.

Section 3. ELECTION OF OFFICERS AND TERMS OF OFFICE. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract. The Immediate Past President will serve a term of one year.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. PRESIDENT OF THE BOARD. The President shall preside at the Board of Directors' meetings, shall be an ex-officio member of all board committees, and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. There shall also be a Vice President of the Board of Directors. In the absence of the President, the Vice President shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. VICE PRESIDENT. If the President is absent or disabled, the Vice President shall perform all duties of the President. When so acting, a Vice President shall have all powers of and be subject to all restrictions on the President. The Vice President shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name

and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

Section 11. IMMEDIATE PAST PRESIDENT. The Immediate Past President shall succeed to this office from the Presidency and shall perform duties as assigned by these Bylaws and the Board of Directors.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

- a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because

they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

**ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in The Theresa Hessling Charter School Project Conflict of Interest Policy have been fulfilled.

**ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XII
INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XIII
INSURANCE**

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV

MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;

- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$25,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$25,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of The Theresa Hessling Charter School Project, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on [REDACTED]; and that these bylaws have not been amended or modified since that date.

Executed on [REDACTED] at [REDACTED], California.

[REDACTED]

[REDACTED], Secretary

**CONFLICT OF INTERERST CODE
OF
THERESA HESSLING CHARTER SCHOOL PROJECT**

1. Standard Code of Fair Political Practices Commission

The Political Reform Act of 1974 (Gov. Code § 81000 *et seq.*) requires each state and local government to adopt and promulgate a conflict of interest code. As a local government agency, Theresa Hessling Charter School Project, (“THCSP” or “Corporation”) is therefore required to adopt such a code. The Fair Political Practices Commission (“FPPC”) has adopted a regulation (Title 2 Cal. Code of Regs. § 18730) which contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency’s code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of Title 2 Cal. Code of Regs. § 8730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of Theresa Hessling Charter School Project. This code will take effect when approved by the Board of Supervisors of the County of San Diego, and shall thereupon supersede all prior codes adopted by Theresa Hessling Charter School Project.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in Title 2 of the Cal. Code of Regs. § 18730(b), designated employees set forth in the Appendix shall file statements of economic interest (Form 700) with the Secretary of Theresa Hessling Charter School Project. Upon receipt of the statements of the members of the Board of Directors of Theresa Hessling Charter School Project, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Board of Supervisors for the County of San Diego. Statements for all other designated employees shall be retained by the Secretary.

APPROVED AND ADOPTED by the Board of Directors on the _____ day of
_____, 2013.

ATTEST:

President of the Board of Directors
Theresa Hessling Charter School Project

Secretary of the Board of Directors
Theresa Hessling Charter School Project

**APPENDIX TO
CONFLICT OF INTEREST CODE OF
THERESA HESSLING CHARTER SCHOOL PROJECT
Preamble
(Amended 12-14-16)**

Any person designated in Section 1 of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC. (Gov. Code § 83114; Title 2 Cal. Code of Regs. § 18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code § 83114(a).)

I.

Designated Employees

<u>Designated Employees</u>	<u>Categories Disclosed</u>
Members of Theresa Hessling Charter School Project's Board of Directors	4 through 6
President of the Board of Directors	1 through 6
Vice President of the Board of Directors	1 through 6
Treasurer and Director	1 through 6
Secretary of the Board of Directors	1 through 6
Superintendent	1 through 6
Chief Executive Officer/Principal (if only one school)	1 through 6
Chief Financial Officer	1 through 6
Chief Operating Officer	1 through 6
Chief Administrative Officer	1 through 6
Business Manager	1 through 6
Executive Director	1 through 6

II. Disclosure Categories

Category 1. Reportable Investments

A designated employee in this category shall report all reportable investments, as defined in Government Code § 82034, in business entities located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County in which the Corporation's schools are located, which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by the Corporation or its schools.

Category 2. Reportable Interests in Real Property

A designated employee in this category shall disclose all interests in real property, as defined in Government Code § 82033 and 82035, that are within two (2) miles of any facility or real property owned or used by the Corporation or its schools.

Category 3. Reportable Income

A designated employee in this category shall disclose all income as defined in the Government Code § 82030 of the designated employee from business entities or other sources located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County during the reporting period which business entities operate or provide facilities, goods, supplies, equipment, and/or machinery, vehicles, personnel or services of a type utilized by the Corporation or its schools.

Category 4. Less-inclusive Reportable Investments

A designated employee in this category shall disclose only investments as defined in Government Code § 82034 in any business entity, which within the past two (2) years has contracted with or in the future foreseeably may contract with the Corporation or its schools to provide personnel, services, supplies, material, machinery or equipment.

Category 5. Less-inclusive Reportable Income

A designated employee in this category shall disclose only that reportable income as defined in Government Code § 82030 which is derived from a source which within the last two (2) years has contracted with the Corporation's schools or in the future foreseeably may contract with the Corporation's schools to provide personnel, services, supplies, materials, machinery or equipment.

Category 6. Business Positions

A designated employee in this category shall disclose by completing Form 700 Schedule C, with respect to any business entity which operates or provides facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or its schools:

- (a) The name and address of each business entity in which he or she is a director, officer, partner, trustee, employee or in which he or she holds any position of management;
- (b) a description of the business activity in which the business entity is engage; and
- (c) the designated employee's position with the business entity.

Descriptions of Positions and Offices with Explanation of Reasons for Employee or Board Member Being a Designated Employee

Members of the Board of Directors

Directors of the Corporation formulate general policy and programs of the Corporation and its schools, and each and all Directors are therefore designated.

President of the Board of Directors

The President of the Board of Directors is an Officer of the Corporation and participates in the formulation of the Corporation's and its school's general policies and programs and in operation and oversight of Corporation's academic and administrative operations. He/she therefore is designated.

Vice-President of the Board of Directors

The Vice-President of the Board of Directors is an Officer of the Corporation and participates in the formulation of the Corporation's and its school's general policies and programs and in operation and oversight of Corporation's academic and administrative operations. He/she therefore is designated.

Treasurer and Director

The Treasurer and Director is an Officer of the Corporation and participates in the formulation of the Corporation's and its school's general policies and programs and in operation and oversight of Corporation's academic and administrative operations. He/she therefore is designated.

Secretary of the Board of Directors

The Secretary of the Board of Directors is an Officer of the Corporation and participates in the formulation of the Corporation's and its school's general policies and programs and in operation and oversight of Corporation's academic and administrative operations. He/she therefore is designated.

Chief Executive Officer/Principal (if only one school)

The Chief Executive Officer, or if the Corporation is operating only one school, the Principal of that school, is an Officer of the Corporation and participates in the formulation of the Corporation's and its school's general policies and programs and in operation and oversight of Corporation's academic and administrative operations. He/she therefore is designated.

The Chief Financial Officer

The Chief Financial Officer is an Officer of the Corporation and participates in the formulation of the Corporation's and its school's general policies and programs and in operation and oversight of Corporation's academic and administrative operations. He/she therefore is designated.

The Chief Operating Officer

The Chief Operating Officer is an Officer of the Corporation and participates in the formulation of the Corporation's and its school's general policies and programs and in operation and oversight of Corporation's academic and administrative operations. He/she therefore is designated.

Chief Administrative Officer

The Chief Administrative Officer is an Officer of the Corporation and participates in the formulation of the Corporation's and its school's general policies and programs and in operation and oversight of Corporation's academic and administrative operations. He/she therefore is designated.

Business Manager

The Business Manager is a key administrator of the Corporation and participates in the formulation of the Corporation's and its school's general policies and programs and in operation and oversight of Corporation's academic and administrative operations. He/she therefore is designated.

Executive Director

The Executive Director is an Officer of the Corporation and participates in the formulation of the Corporation's and its school's general policies and programs and in operation and oversight of Corporation's academic and administrative operations. He/she therefore is designated.

**SAN DIEGO COOPERATIVE CHARTER SCHOOL
ADMINISTRATIVE REGULATION**

Subject: GRIEVANCE PROCEDURE	Directive No. AR1312	Page No.
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The purpose of the Parent Dispute Resolution procedure is to allow a parent or guardian a direct avenue for a dispute resolution with any SDCCU staff member (Board Members, Principal, Teachers, Clerical Staff, other staff members and Volunteers) using the following dispute procedure:

Step One

- a. Contact the staff member in person or by telephone and attempt to resolve dispute directly.
- b. Once notified, said staff members must respond to parent/guardian in person or by telephone within three (3) working days.

Step Two

- a. If the dispute is unresolved, either party may notify the Principal.
- b. The Principal will then arrange a meeting with all parties concerned within three (3) working days of notification.
- c. The Principal will facilitate conversation and attempt to resolve the dispute.
- d. Upon resolution of the dispute, the Principal will write a summary report of the dispute and its resolution within five (5) working days of the meeting, giving a copy to all parties concerned, original copy to be filed in the school office.

Step Three

If the dispute remains unresolved, each party concerned will submit an account on a Dispute Resolution Form to the Principal outlining the following:

- A summary of the dispute
 - A summary of attempt(s) at resolution
- a. The Principal will then write a summary of his/her attempt(s) at resolving the dispute and submit all documentation to the Board Designee.
 - b. The Board Designee will then arrange a meeting with the Principal and all parties concerned within five (5) working days of the first written dispute form submitted.
 - c. The Board Designee and the Principal will review the written accounts, facilitate conversation, and attempt to resolve the dispute.
 - d. Upon resolution of the dispute the Board Designee will write a summary report of the dispute and its resolution within five (5) working days of the meeting, giving a copy to all parties concerned and filing the original in the school office.

**SAN DIEGO COOPERATIVE CHARTER SCHOOL
ADMINISTRATIVE REGULATION**

Subject: GRIEVANCE PROCEDURE	Directive No. AR1312	Page No.
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Step Four

- a. If the dispute remains unresolved, the Board Designee will arrange a Dispute Hearing with the Chair of the Board of Directors. This Dispute Hearing is to be scheduled in an open session meeting of the Board. This hearing will take place within thirty (30) calendar days of the meeting, in Step Three.
- b. If the dispute is with a member of the Board, it must be held in open session. If the dispute is with other than a member of the Board it can be held in closed session.
- c. At least five (5) working days prior to the closed session hearing, the Board Designee and Principal will submit to the Board of Directors and all parties concerned a written summary report of their attempt(s) to resolve the dispute in addition to copies of the original dispute forms.
- d. The Board of Directors will review all documentation and hear from all parties concerned, after which the Board will take final action(s) within five (5) working days to resolve the dispute.
- e. The Board will give written notification of the action(s) taken to all parties concerned within the same five (5) working days, and file the original in the school office.
- f. If the dispute is with a board member, follow Step One.
- g. If the dispute is unresolved, follow Step Two, with the Board Chair taking the place of the Principal.
- h. If the dispute remains unresolved, both parties must submit Dispute Forms to the Board Designee following Step Three, with the Board Chair taking the place of the Principal.
- i. If the dispute remains unresolved follow Step Four, with the Board Chair taking the place of the Principal.

Board Members

Name	Office	Term	Email
Cyndi Boyd	Director/ President	August 2015 - July 31, 2017	BoardPresident@thecoopschools.org
Julie Blair	Director/PSA Representative	July 1, 2016 - June 30, 2017	BoardPSARepLV@thecoopschools.org
Simon Chapman	Director/Vice President, Treasurer	November 1, 2015 - October 31, 2017	BoardVP@thecoopschools.org BoardTreasurer@thecoopschools.org
Nelwyn DeFrate	Director/PSA Representative	July 1, 2015 - June 30, 2017	BoardPSARepMV@thecoopschools.org
Erica Diamond	Director/Staff Representative	July 1, 2016 - June 30, 2018	erica@sdccs.org
Allison Bell Hoyt	Director/Staff Representative	November 1, 2015 - October 31, 2017	allisonb@sdccs.org
Kate Nyce	Director/Secretary	July 1, 2016 - June 30, 2018	BoardSecretary@thecoopschools.org
Dr. Patti Saraniero	Director/Immediate Past President	April 1, 2016 - March 31, 2018	BoardIPP@thecoopschools.org
Mollie Shannon	Director	July 1, 2016 - June 30, 2018	BoardDirectorMS@thecoopschools.org
Morgan Weir	Director/Staff Representative	July 1, 2016 - June 30, 2018	morgan@sdccs.org

SDCCS –Linda Vista 2016-17 Board of Directors

Introduction:

LEA: San Diego Cooperative Charter Schools

Sarah Saluta, Principal, principal@sdccs.org (858)496-1613

SDCCS Linda Vista Campus

LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA

plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (l), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the

stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>In 2016 the Board of Directors of SDCCS began working with a consultant to develop a process for creating a 3-year Strategic Plan. In January 2016 the Strategic Planning Committee was formed and worked for four months to develop a comprehensive strategic plan that would provide a clear and coordinated plan to move our students and schools forward. This plan has become the foundation of our work and serves as the road map to our success. Our Strategic Plan and LCAP are in alignment with our mission:</p>	<p>Input from various groups resulted in:</p> <ul style="list-style-type: none"> • Alignment of the Strategic Plan to the Eight State Priority Areas. • Identifying elements of the Strategic Plan that can be carried over to the LCAP • Identify the process for stakeholders groups to work together to implement LCAP

“The San Diego Cooperative Charter Schools 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.”

SDCCS has provided many opportunities for teachers, parents, administrators, community members and other stakeholders to have input into our Strategic plan and now into our LCAP. Forums for input were organized as follows:

**For 2016-2017 LCAP:
Informational Meetings & Input**

- *Monthly Meetings of the Board of Directors (February-June 2016):* Board members are regularly updated on the status of the Strategic Plan that was adopted in June 2016. Starting in February 2016 Board members were reminded about the requirements of the LCAP and began examining how the requirements of the LCAP fit with the elements in our new Strategic Plan.
- *Monthly Meetings of the Parent Staff Association (February-June 2016):* Information about LCAP was given to parents in both English and in Spanish during regularly scheduled meetings. The Principal was available to answer questions and keep track of parent feedback or questions.
- *Monthly Staff Meetings:* Certificated and classified staff were provided information pertaining to goals addressed in the LCAP.

Data Analysis

The LCAP Planning team consisting of administrators, parents, teachers, classified staff and board members convened and conducted a needs assessment and data analysis in order to develop the LCAP. The following items were considered in this analysis:

- *State Testing Results (2014-2016)*

<ul style="list-style-type: none"> ● Reclassification Rates for English Language Learners ● Attendance Reports ● Report Card Data ● Student Behavior Data ● Exit Portfolio Data ● Measurable Outcomes Data from Charter Petition <p>LCAP Development</p> <p><i>Drafting Phase (April 2016):</i> Input from stake holders groups and data analysis was synthesized and used to draft the LCAP.</p> <p><i>Feedback Phase (May 2016):</i> The LCAP draft will be released to the public for review and comment. Parent-Staff Meetings in May will provide an additional forum for feedback and comment prior to submission for Board review.</p> <p><i>Initial Reading and Adoption (June 2016):</i> The LCAP will be presented at the regular June Board meeting.</p> <p><i>Transmission to County Office of Education (June 2016):</i> Following the June 2016 Board Meeting the adopted LCAP will be submitted to the San Diego County Office of Education for final review and approval.</p>	<p>Annual Update:</p> <p>Based on input from stakeholders the decision was made to modify the assessment tools used at the site level to monitor student achievement. The success of the NWEA MAP assessment tool in grades 3-8 has inspired the consideration of use in 2nd grade. Grades TK-2 will transition to using the BAS for Literacy Assessments.</p>
<p>Annual Update:</p> <p>Based on input from stakeholders the decision was made to modify the assessment tools used at the site level to monitor student achievement. The success of the NWEA MAP assessment tool in grades 3-8 has inspired the consideration of use in 2nd grade. Grades TK-2 will transition to using the BAS for Literacy Assessments.</p>	<p>Informational Meetings & Input</p> <ul style="list-style-type: none"> ● <i>Monthly Meetings of the Board of Directors (August 2015-June 2016):</i> Board members are regularly updated on the status of the Strategic Plan that was adopted in June 2016. Beginning in January 2016, work on the 2017-2020 strategic plan began. Starting in January 2016 Board members revisited the requirements of the LCAP and began examining how the requirements of the LCAP aligned with the elements in our new Strategic Plan.

- *Meetings of the Parent Staff Association (February 2015-June 2016):* Information about LCAP was given to parents in both English and in Spanish during regularly scheduled meetings. The Principal was available to answer questions and keep track of parent feedback or questions.
- *Monthly Teacher Meetings*—Principal held whole group and Lead Teacher meetings to update staff on progress.

Data Analysis

Planning team made up of administrators, parents, teachers, classified staff and board members convened

- Results of NWEA MAP Testing
- Reclassification Rates for English Language Learners
- Attendance Reports
- Report Card Data
- Student Behavior Data
- Exit Portfolio Data
- Measurable Outcomes Data from Charter Petition

LCAP Revisions

Revision Phase (May 2016): Online and paper survey in both English and Spanish distributed to stake holder groups (parents, staff, students, board members and community members) and data analysis was synthesized and used to monitor progress and make revisions.

Transmission to County Office of Education (June 2016): Following the June 2016 Board Meeting.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(j) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups

have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schools/sites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?

- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schools/sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schools/sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	1. Increase student achievement for all students and close the achievement gap for underperforming students	Related State and/or Local Priorities: 1 2 ✓ 3 4 ✓ 5 ✓ 6 7 ✓ 8 COE only: 9 ___ 10 ___
Identified Need :	A range and variety of assessments indicate the need to increase achievement for all students and close the achievement gap for underperforming students	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All Students, Students with disabilities, ELL Students, Socioeconomically Disadvantaged Students, Foster/Homeless Youth	
Expected Annual Measurable Outcomes:	<p style="text-align: center;">LCAP Year 1: 2016-17</p> <ol style="list-style-type: none"> 1. ELs reclassification rate: 19.6% 2. ELs Proficiency in English: 45%(percent of kids scoring advanced or early advanced on overall proficiency level) 3: Using Response To Intervention, Tier 1classroom support, Tier 2 SST for slight modifications/504, Tier 3 SPED students who qualify for SPED services (current students, not incoming): # of students moving up to Tier 3 less than 5% 4. California Assessment of Student Performance and Progress: Meet or exceed CA statewide average by subject = 44% meet the English Language Arts/Literacy and 33% Math standards. Baseline: Growth of 2% increase of baseline data of 37% for Language and 11.5% for Math 5. Middle School Dropout Rates: 0% 6. Growth Rates in Reading, Language and Math on NWEA MAP Assessment in Reading, Language, Math 7. Attendance Rate:at or above 96% average daily attendance 8. At or above 98% completion and passing rate of 8th grade exit portfolio 9. In alignment with our charter petition, have 100% participation in efforts to achieve the following by 8th grade: Walk/run or use wheelchair to complete 1 mile in 10 minutes; Plan, initiate and complete a project in service to the school or greater community; demonstration an artistic medium such as music, art, dance, drama, etc. 	
Actions/Services	Scope of Service LEA Wide	Pupils to be served within identified scope of service
Schoolwide focus on differentiated instruction that provides students with instruction at the point of need that includes the following strategies:	<p>✓ ALL</p> <p>OR:</p> <p>___Low Income pupils ___English Learners</p>	Budgeted Expenditures 1000 Certificated - \$572,000

<p>1. Multiple measures used to monitor progress of all students.</p> <p>2. Teachers and support staff will support monitoring student progress and implementation of intervention strategies.</p> <p>3. Instructional & administrative staff analyze student data</p> <p>4. Provide differentiated professional development for instructional staff to support EL needs of students.</p> <p>5. Designate an EL coordinator for data collection and professional development and trainings for both parents and staff.</p>	<p>___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>2000 Classified - \$201,700</p> <p>3000 Benefits - \$142,100</p> <p>5100 Professional Consultants - \$2,700</p>
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GOAL: 2. Provide highly skilled teaching and support staff who are focused on differentiated teaching for student achievement

Related State and/or Local Priorities:
 1 ✓ 2 ✓ 3 4 5 6 ✓ 7 ✓ 8
 COE only: 9 ___ 10 ___

Identified Need : *San Diego Cooperative Charter Schools embodies the idea that every staff member in the school is responsible for the learning of every student in the school. Staff need additional opportunities to participate in professional development based on individualized growth plans that are focused on common-core aligned teaching and learning. Instructional staff needs time to spend on building high-level differentiated curriculum and the ability to purchase of additional materials to support instructional areas.*

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All Students, Students with disabilities, ELL Students, Socioeconomically Disadvantaged Students, Foster/Homeless Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><i>Schoolwide focus on developing curriculum and increasing availability of resources that are aligned to the common core standards.</i></p> <ol style="list-style-type: none"> 1. Review and update curriculum maps to fully align with the Common Core Standards 2. Identify and secure materials and resources for classroom instruction 	LEA Wide	✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	1000 Certificated - \$529,400 2000 Classified - \$38,100

The most important factor in student achievement is the quality of the teacher in the classroom. Teachers must be equipped with resources and utilize a wide range of effective teaching practices to meet the needs of all students.

1. Provide support to beginning teachers through approved BTSA programs.
2. Provide specialized support for intern teachers, special education teachers and counselors.
3. Provide differentiated professional development for all teachers and principals to improve classroom practice.
4. Principals collaborate with staff and instructional support to all teachers is provided.

Effective schools create communities of learners that constantly strive to outgrow themselves. In order to achieve this, schools must provide high-quality, professional development that meets employees are their point of need.

1. Teachers and principal collaborate to develop and reflect on professional goals.
2. Identify expert resources from within and outside of the school community to lead professional development sessions.
3. Review professional resources and identify materials to support professional growth.
4. Maintain computer and technical resources to increase productivity, develop job skills, analyze student achievement data and increase student achievement based on the technology standards that were implemented in 2014-15.

3000 Benefits
- \$65,500

4000 Books
and Supplies
(4300 & 4400)
- \$137,800

5200
Professional
Development
- \$21,600

San Diego Cooperative Charter School embodies the idea that every adult in the school is responsible for the learning of every student in the school.

1. Based on the needs of students, identify and expand professional learning opportunities for employees who are in positions that serve unduplicated students at the site (counselors, specialist staff, etc.)

GOAL:	3. Provide meaningful opportunities for parents and families to be engaged and involved in student learning.		Related State and/or Local Priorities: 1 2 ✓ 3 ✓ 4 5 6 7 8 COE only: 9 ___ 10 ___
Identified Need :	<i>San Diego Cooperative Charter School was founded on the idea that parent & family involvement is an essential component to student achievement. Parents need clear guidelines and procedures for participation.</i>		
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All Students, Students with disabilities, ELL Students, Socioeconomically Disadvantaged Students, Foster Youth/Homeless Youth	LCAP Year 1: 2016-17
Expected Annual Measurable Outcomes:	Establish a schoolwide goal for parent volunteer hours of <u>10,000</u> hours. Report Card Data - 100% of parents received written communication about their child's progress and were given opportunities to meet with instructional staff Minimum of 5 Parent trainings during and outside of the regular school day.		
Actions/Services	<i>San Diego Cooperative Charter School was founded on the idea that parent & family involvement is an essential component to student achievement. The following strategies will be continued or enhanced to ensure meaningful parent/family involvement.</i> <ol style="list-style-type: none"> Expand parent workshops to provide parents with learning opportunities that will allow them to be effective volunteers in the classroom. Provide opportunities for parents to participate in trainings (Second Step, Barton, PSA). Provide opportunities for parents to develop a sense of educational advocacy by way of Board meetings, PSA representation, etc. 	Scope of Service LEA Wide	Pupils to be served within identified scope of service ✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____
Budgeted Expenditures			1000 Certificated - \$4,600 2000 Classified - \$4,300

4. Identify a broad range of volunteer activities on and off campus, during and outside of school hours.

GOAL:	4. Promote physical and emotional development of students within safe and well-maintained facilities.		Related State and/or Local Priorities: 1 ✓ 2 3 4 5 6 ✓ 7 8 COE only: 9 ___ 10 ___
Identified Need :	Social-emotional education has been an essential part of the educational philosophy of San Diego Cooperative Charter School since its inception. The school staff and community need to continue growth and development in this area to maintain the welcoming school community that SDCCS is known for throughout the city. Ongoing maintenance is needed to improve the outdated facilities that the CoOp Schools are located on.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All Students, Students with disabilities, EL Students, Socioeconomically Disadvantaged Students, Foster Youth/Homeless Youth LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	Student Behavior Data - Remain below the CA Statewide average rates for Expulsions = 1% and Suspension = 4.4%. District Workorders - # of work orders submitted and the % of work orders that are resolved.		
Actions/Services <i>Social-emotional education has been an essential part of the educational philosophy of San Diego Cooperative Charter School since its inception. To continue growth and development in this area and to maintain the welcoming school community that SDCCS is known for, the following strategies will be implemented.</i> 1. Provide Second Step curriculum materials for social-emotional learning for every classroom TK-5.	Scope of Service LEA Wide	Pupils to be served within identified scope of service ALL	Budgeted Expenditures 1000 Certificated - \$17,400 3000 Benefits - \$3,000 5100 (5901) Special Education

<p>2. Development/adoption of middle school social emotional curriculum.</p> <p>3. Provide counseling time for peer-counseling, conflict management and student assistance programs.</p> <p>4. Identify and secure additional counseling resources for specific student needs.</p> <p>5. Provide schoolwide professional development using Second Step materials to provide a common language and approach for conflict/resolution and dealing with strong emotions.</p> <p>6. Increase collaboration with community agencies to support specific student needs.</p> <p><i>San Diego Cooperative Charter Schools are currently housed in dated facilities that are overcrowded. Recent bond measures have passed to ensure that school facilities can be improved. SDCCS will be working closely with the district to upgrade the current facilities and bring the condition of the facilities into alignment with other public schools.</i></p> <p>1. Identify facility needs. 2. Revise and update School Safety Plan.</p>		<p>Independent Contractors - \$133,700</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.
Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Related State and/or Local Priorities:
 1 X 2 X 3 X 4 X 5 X
 6 X 7 X 8 X
 COE only: 9 10
 Local: Increase Student Achievement (SPSA)

Original GOAL from prior year LCAP:
 1. Increase student achievement for all students and close the achievement gap for underperforming students

Schools: : All
 Applicable Pupil Subgroups: : All

<p>Expected Annual Measurable Outcomes:</p>	<p>1. EL Reclassification: 6.25% 2. EL Proficiency: 3. SPED Referral Rate: 2.38% 4. Middle Drop out Rate: 0% 5. Language—Growth Rates in Reading, Language and Math on NWEA MAPS: Grade 3 Exceeded Expected Growth; Grade 5 Met Expected Growth; Grade 8 Did Not Meet Growth Targets; Language—Grade 3 Exceeded Expected Growth; Grade 5 Met Expected Growth; Grade 8 Did Not Meet Growth Targets;</p>	<p>1. EL Reclassification: 19.6% 2. EL Proficiency: 45%(percent of kids scoring advanced or early advanced on overall proficiency level) 3. SPED Referral Rate: 2.60% 4. Middle Drop out Rate: 0% 5. Language—Grade 3 Exceeded Expected Growth; Grade 5 Meets Expected Growth; Grade 8 Exceeded Expected Growth; Math—Grade 3 Meets Expected Growth; Grade 5 Exceeded Expected Growth; Grade 8 Exceeded Expected Growth;</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
Student progress in language development will be assessed and results communicated to teachers in a timely manner to inform instruction.	Budgeted Expenditures	Budgeted Expenditures	Estimated Actual Annual Expenditures
<p>Student progress in language development will be assessed and results communicated to teachers in a timely manner to inform instruction.</p>	<p>\$291,000 for all actions and services in Goal 1</p>	<p>CELDT test was administered and scores were shared with instructional staff. List of language development assessments: CELDT MAP CAASPP</p>	<p>5100 Professional - \$2,685.00 1000 Certificated/30</p>

		<p>Teacher assessment and monitoring of reading goals Literacy and math assessments on-line, assessment kits, test protocols</p>	<p>00 Benefits - \$383,766.50</p>
<p>Scope of service: LEA Wide X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>		<p>Scope of service: LEA Wide X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	
<p>Principals and teachers regularly use data to monitor progress and inform instruction.</p>	<p>\$291,000 for all actions and services in Goal 1</p>	<p>Instructional assistants used to monitor and record observations and record notes allowing teachers to provide small group and one-on-one instruction.</p>	<p>1000 Certified/3000 Benefits - \$248,473.54</p>
<p>Scope of service: LEA Wide X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>		<p>Scope of service: LEA Wide X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	
<p>Professional Development All staff participate in high quality professional development focused on instructional practices that are aligned with common core standards and support the development of the English language.</p>	<p>\$291,000 for all actions and services in Goal 1</p>	<p>Professional development was given to support differentiation and teach students at their instructional level. Student data reviewed in whole group and teaching teams.</p>	<p>1000 Certified/3000 Benefits - \$199,104.44</p>

		5200 Professional Development - \$11,907.78
<p>Scope of service: LEA Wide</p> <p>X ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA Wide</p> <p>X ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>
<p>Program Implementation Principals will monitor program implementation through both an analysis of student data and classroom observations of teacher practice.</p>	<p>\$291,000 for all actions and services in Goal 1</p>	<p>1000 Certificated/3000 Benefits - \$23,248.11</p> <p>Information was sent home and a parent meeting was held to share and analyze school wide data from multiple assessments. Staff met in team level groups to analyze student data after testing sessions and between planned units. Teachers' classrooms were visited throughout the school year in a variety of capacities including admin observation, peer feedback, and focused observation.</p>
<p>Scope of service: LEA Wide</p> <p>X ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of service: LEA Wide</p> <p>X ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>

<p>___ Other Subgroups:(Specify)_____</p>		<p>___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	
<p>Parent-Engagement Parents will receive regular communication regarding student progress.</p>	<p>\$291,000 for all actions and services in Goal 1</p>	<p>Teacher newsletters, parent teacher conferences, CELDT data obtained and reviewed with certificated staff. Teachers monitored progress and reported academic progress annually for both ELL and Redesignated students.</p>	<p>1000 Certificated/3000 Benefits - \$181,509.77</p>
<p>Scope of service: EL Learners</p> <p>___ ALL ___</p> <p>OR:</p> <p>___ Low Income pupils X_ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>		<p>Scope of service: EL Learners and Redesignated students</p> <p>___ ALL ___</p> <p>OR:</p> <p>___ Low Income pupils X_ English Learners ___ Foster Youth X_ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	
<p>Parent volunteers will be trained in strategies to use in the classroom to support ELL students.</p>	<p>\$291,000 for all actions and services in Goal 1</p>	<p>CELDT data obtained and reviewed with certificated staff. Parent training is a need for 2016-2017</p>	<p>See goal 1</p>
<p>Scope of service: EL Learners</p> <p>___ ALL ___</p> <p>OR:</p> <p>___ Low Income pupils X_ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>		<p>Scope of service: EL Learners and Redesignated students</p> <p>___ ALL ___</p> <p>OR:</p> <p>___ Low Income pupils X_ English Learners ___ Foster Youth ___ Redesignated fluent English proficient</p>	

<p>Foster youth are identified and monitored academic support as well as social-emotional support.</p>	<p>\$291,000 for all actions and services in Goal 1</p>	<p>____ Other Subgroups:(Specify)_____</p>	<p>1000 Certificated/30 00 Benefits - \$3,023.33</p>
<p>Scope of service: Foster Youth</p> <p>____ALL OR: ____Low Income pupils ____English Learners ____X_Foster Youth ____Redesignated fluent English proficient ____Other Subgroups:(Specify)_youth with incarcerated parents_____</p>		<p>Scope of service: Foster Youth and other</p> <p>____ALL OR: ____Low Income pupils ____English Learners ____X_Foster Youth ____Redesignated fluent English proficient ____X_Other Subgroups:(Specify)_youth with incarcerated parents_____</p>	
<p>Parent trainings will be offered to help parents support their children's language development at home.</p>	<p>\$291,000 for all actions and services in Goal 1</p>	<p>Parents are provided individual training with classroom teachers during goal setting conferences and follow ups throughout the year.</p>	<p>1000 Certificated/30 00 Benefits - \$50,201.75</p>
<p>Scope of service: Low-income students</p> <p>____ALL OR: ____X_Low Income pupils ____English Learners ____Foster Youth ____Redesignated fluent English proficient ____Other Subgroups:(Specify)_____</p>		<p>Scope of service: Low income students</p> <p>____ALL OR: ____X_Low Income pupils ____English Learners ____Foster Youth ____Redesignated fluent English proficient ____Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of For 2016-2017 an ELL coordinator will be designated for data collection, professional development and trainings for both parents and staff.</p>			

reviewing past progress and/or changes to goals?

Administrators will spend additional time aggregating the NWEA MAP scores to further analyze growth and support successful programs.

Original GOAL from prior year LCAP:	2. Align curriculum materials and plans to common core standards		Related State and/or Local Priorities: 1 2 <input checked="" type="checkbox"/> 3 4X 5X 6 7 <input checked="" type="checkbox"/> 8 X COE only: 9 10 Local: Increase Student Achievement (SPSA)
Goal Applies to:	Schools: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All		
Expected Annual Measurable Outcomes:	Mean growth in Math: 9.5 RIT Mean growth in Reading: 1.38 RIT Mean growth in Language: 6.85 RIT	Actual Annual Measurable Outcomes: LV -Math 10.9 RIT Reading 7.0 RIT Language 8.4 RIT	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Identify and purchase instructional materials (print and electronic formats) aligned to Common Core Standards for all classrooms.	Budgeted Expenditures \$21,600 LCFF & \$161,000 Common Core Funds for all actions and services in Goal 2	Grade levels curriculum maps complete for 3-8 Materials identified, selected and purchased that support Common Core Curriculum	Estimated Actual Annual Expenditures 1000 Certificated/300 0 Benefits - \$52,307.71 4300 Instructional Materials - \$26,423.66
Scope of service:	LEA Wide <input checked="" type="checkbox"/> ALL		
OR:	Low Income pupils <input type="checkbox"/> English Learners		

<p>__ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p>__ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	
<p>Increase the numbers of computers in all classrooms to provide additional platforms for student learning.</p>	<p>\$21,600 LCFF & \$161,000 Common Core Funds for all actions and services in Goal 2</p>	<p>Equipment purchased to provide additional platforms for student learning.</p>	<p>4400 Noncapatilized Equipment - \$111,820.47</p>
<p>Scope of service: Grade 3-5</p>		<p>Scope of service: Tk-8</p>	
<p>ALL</p>		<p>ALL</p>	
<p>OR: X_Low Income pupils X_English Learners __ Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p>OR: X_Low Income pupils X_English Learners __ Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	
<p>Review and align curriculum maps to common core standards.</p>	<p>\$21,600 LCFF & \$161,000 Common Core Funds for all actions and services in Goal 2</p>	<p>Common Core aligned grade levels curriculum maps completed for TK-8</p>	<p>Completed, see above</p>
<p>Scope of service: LEA wide</p>		<p>Scope of service: LEA wide</p>	
<p>X_ALL</p>		<p>X_ALL</p>	
<p>OR: __Low Income pupils __English Learners</p>		<p>OR: __Low Income pupils __English Learners</p>	

<p>___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For 2016-2017 additional work is need on vertical alignment of curriculum maps. Continued upgrades and purchases of technology and programs to support all learners.</p>

Original GOAL from prior year LCAP:	3. Provide highly effective teachers in every classroom at every level in every course Related State and/or Local Priorities: 1 X 2 X 3 4 5 X 6 7 8 X COE only: 9 10 Local: Increase Student Achievement (SPSA)	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	1. Mean growth in Math: 9.5 RIT; Mean growth in Reading: 1.38 RIT; Mean growth in Language: 6.85 RIT 2. All eligible teachers were enrolled in BTSA program=100% 3. Percent of staff earning additional Credentials/certifications=11.11%	1. Mean growth in Math: 10.66 RIT; Mean growth in Reading: 5.86 RIT; Mean growth in Language: 5.20 RIT 2. All eligible teachers were enrolled in BTSA program=100% 3. Percent of staff earning additional Credentials/certifications= 8% 4. Percentage of highly qualified core instructional staff 100% Actual Annual Measurable Outcomes:
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
Provide support to beginning teachers through approved BTSA programs.	Budgeted Expenditures \$154,000 for all actions and services in Goal 3	Estimated Actual Annual Expenditures 5200 Professional Development - \$9,691.73 100% of Eligible teachers successfully completed BTSA
Scope of service:	LEA Wide	Scope of service: LEA Wide

<p><u>X</u> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><u>X</u> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Provide specialized support for intern teachers, special education teachers and counselors.</p>	<p>\$154,000 for all actions and services in Goal 3</p>	<p>Social Thinking Conference Barton Training SEIS Training Playworks professional Development CPI training</p>	<p>1000 Certificated/2000 Classified - \$2375.96</p>
<p>Scope of service: <input type="checkbox"/> LEA Wide</p> <p><u>X</u> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: <input type="checkbox"/> LEA Wide</p> <p><u>X</u> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Provide differentiated professional development for all teachers and principals to improve classroom practice.</p>	<p>\$154,000 for all actions and services in Goal 3</p>	<p>Weekly Professional Development Professional Development Conferences provided Goal setting conferences provided for differentiated professional growth</p>	<p>1000 Certificated/300 0 Benefits - \$143,624.30</p>
<p>Scope of service: <input type="checkbox"/> LEA Wide</p>		<p>Scope of service: <input type="checkbox"/> LEA Wide</p>	

<p><input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Principals collaborate with staff and provide instructional support to all teachers.</p>	<p>\$154,000 for all actions and services in Goal 3</p>	<p>Goal setting conferences provided for differentiated professional growth Lead teacher meetings with principals about PD plans Bi-Monthly professional development or staff meetings</p>	<p>1000 Certificated/200 0 Classified - \$107,624.02</p>
<p>Scope of service: LEA Wide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA Wide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Review and enhance teacher-to-teacher mentoring through teaching levels—Career teachers, Lead Teachers and Mentor Teachers.</p>	<p>\$154,000 for all actions and services in Goal 3</p>	<p>Utilized the career, lead mentor categories to hire teachers, delegate and distribute responsibilities accordingly.</p>	<p>Completed</p>
<p>Scope of service: LEA Wide <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: LEA Wide <input checked="" type="checkbox"/> ALL</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Provide regular evaluations and pay adjustments to teachers who demonstrate effective teaching practices and increased levels of responsibility in the school.</p>	<p>\$154,000 for all actions and services in Goal 3</p>	<p>Provide regular evaluations and pay adjustments to teachers who demonstrate effective teaching practices and increased levels of responsibility in the school.</p>	<p>Completed</p>
<p>Scope of service:</p>		<p>Scope of service: LEA wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Provide training and support to principals and other administrative staff on conducting effective classroom visits and writing evaluations to improve practice</p>	<p>\$154,000 for all actions and services in Goal 3</p>	<p>Collaboration and training were given to improve and align the evaluation practice and conferences for professional development were attended.</p>	<p>1000 Certificated/300 0 Benefits - \$601.72 5200 Professional</p>

<p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: LEA wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	Development - \$991.19
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For 2016-2017 additional work is needed on peer-level support (teacher-to-teacher mentoring). The new evaluation tool needs to be formally written and presented to the board and officially implemented.</p>		

Original GOAL from prior year LCAP:	4. Expand Leadership Pathways		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local: Increase Student Achievement (SPSA)
Goal Applies to:	Schools: ___ : All Applicable Pupil Subgroups: ___ : All		
Expected Annual Measurable Outcomes:	1. Employees promoted to next level of leadership 2. Number/Hours of Leadership professional development provided to staff	Actual Annual Measurable Outcomes:	1. Percentage of employees promoted: 15% 2. Number of Days of Professional Development for Leadership: 15 days
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Provide professional learning opportunities to provide aspiring leaders with the skills needed to be effective in the school.	Budgeted Expenditures	SPED Director, counselors and principals attended leadership training opportunities Lead teacher meetings	Estimated Annual Expenditures
Scope of service: ___ LEA Wide ___ X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$55,000 for all actions/services in Goal 4	Scope of service: ___ LEA Wide ___ X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other	5200 Professional Development - \$2,751.83

Identify and promote promising employees to positions of increased responsibility	\$55,000 for all actions/services in Goal 4	Subgroups:(Specify) _____ —	Teachers were placed in lead teacher capacities with increased responsibility. Other opportunities for expansion of responsibilities were provided. Continued to offer select internship opportunities. Scope of service: LEA Wide X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ —	1000 Certificated/200 0 Classified - \$65,082.46
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For 2016-2017 additional opportunities for leadership development will be provided to staff members interested in taking on additional responsibilities where appropriate.			

Original GOAL from prior year LCAP:	5. Provide differentiated professional development for all staff Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u> </u> X 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u> </u> 10 <u> </u> Local: Increase Student Achievement (SPSA)	
Goal Applies to:	Schools: <u> </u> All Applicable Pupil Subgroups: <u> </u> All	
Expected Annual Measurable Outcomes:	1. Growth Rates in Reading, Language and Math on NWEA MAPS Assessment in Reading, Language, Mate: Establish baseline 2. Professional Development Survey	LV -Math 10.9 RIT Reading 7.0 RIT Language 8.4 RIT Professional Development surveys were given at multiple times thoughtou the school year.
LCAP Year: 2015-16		
Planned Actions/Services		
Review and revise teacher self-evaluation tool to align with Common Core Standards and non-negotiables of classroom practice.	Budgeted Expenditures \$68,100 and \$70,000 Common Core for all actions/service s in Goal 5	Actual Actions/Services A review and revision of teacherer self-evaluation tool was completed and implemented that includes both common core and alignment to schools vision and mission
Scope of service: <u> </u> X ALL OR:	LEA Wide	Estimated Actual Annual Expenditures 1000 Certificated - \$1,021.01 Scope of service: LEA Wide <u> </u> X ALL OR:

<p>___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>		<p>___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	
<p>Identify expert resources from within and outside of the school community to lead professional development sessions.</p>	<p>\$68,100 and \$70,000 Common Core for all actions/services in Goal 5</p>	<p>Teachers and support staff attended professional learning conferences. Community partnerships created opportunities for professional development and collaboration with outside communities</p>	<p>5200 Professional Development - \$11,907.78 1000 Certificated - \$4,349.49</p>
<p>Scope of service: LEA Wide</p>		<p>Scope of service: LEA Wide</p>	
<p>X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>		<p>X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	
<p>Review professional resources and identify materials to support professional growth.</p>	<p>\$68,100 and \$70,000 Common Core for all actions/services in Goal 5</p>	<p>Goal setting and lead teacher meetings informed professional development plans. Conducted professional development needs assessment. Used data to conduct professional development throughout the year for teachers.</p>	<p>1000 Certificated/3000 Benefits - \$26,153.85</p>
<p>Scope of service: LEA Wide</p>		<p>Scope of service: LEA Wide</p>	
<p>X ALL</p>		<p>X ALL</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Increase access to and knowledge of electronic- tools that can be used to increase productivity, analyze student achievement data and increase student achievement</p>	<p>\$68,100 and \$70,000 Common Core for all actions/services in Goal 5</p>	<p>Technology training offered to staff. Purchased both teacher and student devices to provide increased access to electronic-tools.</p>	<p>4400 Noncapitalized Equipment - \$27,858.04</p>
<p>Scope of service: <input type="checkbox"/> LEA Wide</p>		<p>Scope of service: <input type="checkbox"/> LEA Wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>For 2016-2017 additional survey data on Professional Development is needed—specifically on usefulness of sessions, application to the classroom, and areas for future learning.</p>	

<p>Original GOAL from prior year LCAP:</p>	<p>6. Provide meaningful volunteer opportunities for parents and families.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3 X__ 4 X__ 5__ 6 X__ 7__ 8__ COE only: 9__ 10__ Local: Increase Student Achievement (SPSA)</p>
<p>Goal Applies to:</p>	<p>Schools: <input type="checkbox"/> All Applicable Pupil Subgroups: <input type="checkbox"/> All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Number of hours of volunteer services provided by members of the school community.</p>	<p>Actual Annual Measurable Outcomes: 21,210 hours of volunteer service have been logged by families</p>	
<p>LCAP Year: 2015-16</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
<p>Expand parent workshops to provide parents with learning opportunities that will allow them to be effective volunteers in the classroom (Barton system, Writer's Workshop, Everyone a Reader, etc.)</p>	<p>Budgeted Expenditures \$21,600 for all actions/services in Goal 6</p>	<p>Conducted the following: Parent Orientations Second Step Parenting Classes Parent enrichment classes including High School Workshop Inclusion Forums for parents and staff Multiage information meeting</p>	<p>Estimated Annual Expenditures 1000 Certificated/2000 Classified - \$15,105.51</p>
<p>Scope of service:</p>	<p>LEA Wide</p>	<p>Scope of service: LEA Wide</p>	
<p>X__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>		<p>X__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other</p>	

		Subgroups:(Specify) _____ -
Provide opportunities for parents and families to contribute outside of the regular school day.	\$21,600 for all actions/services in Goal 6	Parent engagement opportunities were offered in the evenings and weekends. Both schools have offered opportunities for engagement during different times of the day for increased participation.
Scope of service: LEA Wide __ALL		Scope of service: LEA Wide __ALL
OR: __X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __X_Other Subgroups:(Specify)_____		OR: __X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __X_Other Subgroups:(Specify)_____
Provide learning opportunities for parents to improve their parenting skills (Second Step parent classes, Internet Safety workshops, etc.)	\$21,600 for all actions/services in Goal 6	Conducted the following: Parent Orientation Second Step Parenting Classes Parent enrichment classes including High School Workshop Inclusion Forums for parents and staff Multiage information meeting Counselor vetted resources and referral list
Scope of service: LEA Wide __X_ALL		Scope of service: LEA Wide __X_ALL
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
		Complete

			Completed
Provide learning opportunities for parents to improve their skills in educational advocacy (Board meetings, PSA representation, etc.)	Scope of service: LEA Wide <input checked="" type="checkbox"/> X <input type="checkbox"/> ALL	Monthly Board meetings, PSA meetings alternating times and campuses. Scope of service: LEA Wide <input checked="" type="checkbox"/> X <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ -	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For 2016-2017 continue to offer evening and Saturday parenting classes and workshops. Make sure to continue our discussions around inclusion and the roles and responsibilities of all families at The CoOp Schools.		

Original GOAL from prior year LCAP:	7. Provide high quality support staff focused on student achievement.		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5__ X 6__ X 7__ 8 X__ COE only: 9__ 10__ Local: Increase Student Achievement (SPSA)
Goal Applies to:	Schools: <input type="checkbox"/> All Applicable Pupil Subgroups: <input type="checkbox"/> All		
Expected Annual Measurable Outcomes:	1. Number of student appointments held by counseling staff	Actual Annual Measurable Outcomes:	1. Counseling Sessions approximately 1,750
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Identify and expand professional learning opportunities to meet the unique needs of employees who serve in unduplicated positions at the site (counselors, specialist staff, etc.)	Budgeted Expenditures \$31,000 for all actions/services in Goal 7	Counselors attended specialized training workshops. School Psychologist attended training workshops. Adaptive PE Teacher: Weekly workshops	Estimated Annual Expenditures Completed-See goal 4 1000 Certificated - \$3,054.22
Scope of service:	LEA Wide	Scope of service:	LEA Wide
ALL	ALL	ALL	ALL
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners

<p><u>X</u> Foster Youth __ Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) __ Special Education _____</p>		<p>Subgroups:(Specify) __ Special Education _____</p>	
<p>Identify and promote employees who demonstrate exemplary skills and leadership.</p>	<p>\$31,000 for all actions/services in Goal 7</p>	<p>Utilized the career, lead mentor categories to hire teachers, delegate and distribute responsibilities accordingly.</p>	<p>Complete-See Goal 4</p>
<p>Scope of service: LEA Wide <u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>		<p>Scope of service: LEA Wide <u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	
<p>Provide additional computer and technical resources to develop employee skills and job efficiency.</p>	<p>\$31,000 for all actions/services in Goal 7</p>	<p>Employees added to technology team. Developed technology systems for standard allocation for classrooms/ teachers</p>	<p>2000 Classified - \$17,129.60</p>
<p>Scope of service: LEA Wide <u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>		<p>Scope of service: LEA Wide <u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of</p>		<p>2016-2017 additional support staff is needed to maintain newly acquired technology equipment and to continue technology upgrades. Counseling staff needs additional outside support providers for high needs students.</p>	

reviewing past progress and/or changes to goals?

Original GOAL from prior year LCAP:	8. Schools that are safe for children—both physically and emotionally.		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6 <u>X</u> 7__ 8 <u>X</u> COE only: 9__ 10__ Local:
Goal Applies to:	Schools: <u> </u> ; All Applicable Pupil Subgroups: <u> </u> ; All		
Expected Annual Measurable Outcomes:	Number of referrals, suspensions and expulsions	Actual Annual Measurable Outcomes:	Referrals: 134 Suspensions: 2 Expulsions: 0
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Provide Second Step curriculum materials for social-emotional learning for every classroom.	Budgeted Expenditures	Continued to maintain Second Step materials for all classrooms TK-8 Research of a middle school social emotional curriculum.	Estimated Annual Expenditures Completed-se e goal 1 1000 Certificated/30 00 Benefits - \$1,044.59
Scope of service: <u> </u> LEA Wide <u>X</u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners		Scope of service: <u> </u> LEA Wide <u>X</u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Increase counseling time for peer-counseling, conflict management and student assistance programs.</p>	<p>\$98,835 for all actions/services in Goal 8</p>	<p>Increased counseling staff provide supervisors for peer-counselors and additional conflict resolution sessions.</p>	<p>1000 Certificated - \$4,0751.88</p>
<p>Scope of service: LEA Wide <input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA Wide <input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Identify and secure additional counseling and resources for specific student needs.</p>	<p>\$98,835 for all actions/services in Goal 8</p>	<p>Consultants to support specific student needs</p>	<p>5901 (5100) Special Education Independent Contractors - \$133,679.01</p>
<p>Scope of service: LEA Wide <input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____SPED_____</p>		<p>Scope of service: LEA Wide <input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>Provide schoolwide professional development using Second Step materials to provide a common language and approach for conflict/resolution and dealing with strong emotions.</p>	<p>\$98,835 for all actions/services in Goal 8</p>	<p>Schoolwide professional development that focuses on positive school culture with a focus on common language and conflict resolution.</p>	<p>1000 Certificated/3000 Benefits - \$1,4581.23</p>
<p>Scope of service: LEA Wide</p> <p><u>X</u>_ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA Wide</p> <p><u>X</u>_ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Increase collaboration with community agencies to support specific student needs.</p>	<p>\$98,835 for all actions/services in Goal 8</p>	<p>Partnership established with Boys to Men mentoring</p> <p>Enhanced partnerships with University of San Diego in the form of student teachers, service learning students, collaborative education forums/panels, shared professional development.</p>	<p>1000 Certificated/3000 Benefits - \$3,970.04</p>
<p>Scope of service: LEA Wide</p> <p><u>X</u>_ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA Wide</p> <p><u>X</u>_ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>Original GOAL from prior year LCAP:</p>	<p>9. Provide safe and well-maintained facilities</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3 X__ 4__ 5__ 6 X__ 7__ 8__ COE only: 9__ 10__ Local: Increase Student Achievement (SPSA)</p>
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>1. Number of reports of unsafe conditions 2. Number of employees without adequate workspace</p>	<p>Actual Annual Measurable Outcomes: 1. Total Reports: 10 for pest control and all were addressed 2. Total Employees: 0</p>	
<p>LCAP Year: 2015-16</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
<p>Begin next phase of facilities revision using bond funds.</p>	<p>Budgeted Expenditures \$16,000 for all actions/services in Goal 9</p>	<p>Master facility plan completed with Prop Z funds</p>	<p>Estimated Actual Annual Expenditures Completed</p>
<p>Scope of service:</p>	<p>LEA Wide</p>	<p>Scope of service: LEA wide</p>	
<p>X__ ALL</p>		<p>X__ ALL</p>	
<p>OR:</p>	<p>__ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	

<p>Revise and update Student Safety Plan.</p>	<p>\$16,000 for all actions/services in Goal 9</p>	<p>Student Safety Plan was updated and revised.</p>	<p>1000 Certificated - \$152.51</p>
<p>Scope of service: LEA Wide</p>	<p>Scope of service: LEA Wide</p>	<p>Scope of service: LEA Wide</p>	
<p>X ALL</p>	<p>X ALL</p>	<p>X ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Additional staff resources will need to be allocated to oversee potential \$28 million dollar new construction project pending outcome of 6/28/2015 Board Meeting. Vacant Superintendent position led to less than budgeted expenditures.</p>	<p>Additional staff resources will need to be allocated to oversee potential \$28 million dollar new construction project pending outcome of 6/28/2015 Board Meeting. Vacant Superintendent position led to less than budgeted expenditures.</p>	

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>199,642</u>
<p>For 2015-16, San Diego Cooperative Charter School will expend \$199,642 in Supplemental Funds (the school does not receive Concentration funds) for continued improved and increased service and educational supports for unduplicated students (English learners (EL), foster youth (FY), low-income (LI) students.)</p> <p>San Diego Cooperative Charter School has an unduplicated student rate of 30.19%. The use of supplemental funds will be used to provide increased and improved services for the benefit of our unduplicated students. Although services and strategies are being put into place to support our unduplicated students, there are strategies such as increased accountability through common assessments and increased access to materials aligned with Common Core Standards that will certainly benefit all students.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

6.65%	%
<p>The school's target proportionality percentage for 2015-16 is 6.65%. Services and supports unduplicated students will be increased and improved by at least 6.65% compared to services and supports provided to all students for fiscal year 2015-16</p> <p>EL = coordinator stipend for 16-17 Homeless/Foster = Counseling Low income = EDP subsidies, and EFT and field trips Parent Training Coordinator stipend for 16-17</p>	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

I am the son of four Jewish lesbians. I am the grandson of a Cuban, a Colombian, an Argentinian, and a collection of Ashkenazi jews. My sperm donor, who I've known and is a friend of the family, is a Foreign Service Officer and his husband is a Bulgarian, who he met on an assignment in Bulgaria. I've traveled to Italy and Japan. All these things make up a huge part of my life and are all relevant to who I am, but I think the most current and meaningful thing in my life at the moment is my study of Japanese.

In fifth grade I went to Japan for two weeks. My bio-dad/sperm donor was working at the U.S. embassy in Japan and we had the opportunity to stay with them. I was so in love with Japan that when I got back I skillfully negotiated myself out of Hebrew and was given the privilege to study Japanese.

I've attend the San Diego Japanese School (SDJS) for three years now. I'm currently taking the equivalent to intermediate high school Japanese. The language itself is a beautiful art form full of balance and care. In early Japan there were people that devoted themselves to the art of language, and there are still masters of the art today. Such a devotion to the language is understandable, there are three character sets, each with a special use and unique form, there's so much to cover that it would take a whole lifetime.

The first character set, and the first often learn, is hiragana. Hiragana (ひらがな) consists of 46 characters- 36 of which are consonant and vowels combinations (for example: wa [わ], hi [ひ], ro [ろ], ect)- along with these 46 characters the majority of them can be altered with two kinds of diacritical markings (tenten [てんてん][`] or dakuten [だくてん][°]) and addition there are special ways to write certain character called yōon (よーん) and sokuon (そくおん) that alters pronunciation. Hiragana is “real Japanese,” it's the way to phonetically write Japanese and is commonly used, the whole language system is based off this set. It's a lot of memorization... and that's not even half of it. The second set is katakana (かたがな), which has the same number of characters as hiragana, but different ways to write the sounds and more rules. Katakana is used to write foreign words, for example if I were to write Germany, or Deutschland in German, it would be ドイツ, pronounced doitsu (hear the resemblance?). It's fun but used very little in the Japanese I'm learning, although I can read it fluently. Lastly there's kanji (かんじ). Kanji is Chinese characters with different pronunciation, kanji are ways to shorten words in hiragana in to single character words, I don't know much of it yet but I can read a few basic kanji. There are 51,109 kanji each with a different stroke order, ranging from one to 84 strokes... it's insane, but beautiful.

The sense of discipline in the Japanese culture has really affected me. My three year commitment to going to a class at 8:30 in the mornings on Saturdays and taking time out of my days to study such a language is only matched by my dedication to music. The overarching theme of respect that is so far ingrained into the language itself has opened my eyes to how

different American culture and Japanese culture and I feel like I look at my teacher differently. At my school we always address the leaders of the school very formally and it's so much part of the language that it's become natural in the way I talk to them. Japanese, in both grammatical rules and usage of formalities, has been so absorbing. I feel that my study of Japanese has changed my views of respect and commitment. Japanese has been one of my largest commitments and I'm proud to say that I plan on continuing my studies and continue being immersed in such a rich, yet rigid, culture.

There's so much to cover of Japanese culture, mostly because it's so different than American, I can't describe the depth in one essay. There's so much more to live through and experience, I'm not even sure if I have the ability to give the culture the justice it is due. My study of the language and the culture has enriched my life so much through its diversity and depth. Someday I hope to become fluent and live in Japan to be fully immersed in the culture. Thanks to the Met high school I'll have opportunities to take college level Japanese class to advance my knowledge and to meet people that are involved in and excited by the Japanese language and culture. Someday I hope to live in Japan, to be fully immersed in the culture, possibly through the Japanese Exchange and Teaching Program. The study of Japanese has opened my eyes to so much more of the world and helped me realize a passion.

The CoOp Schools



THE CoOP SCHOOLS

SAN DIEGO | EST. 2002

Linda Vista Campus

7260 Linda Vista Road
San Diego, CA 92111
858.496.1613 p
858.467.9741 f

Mountain View Campus

PO Box 13926
San Diego, CA 92170
619.840.6993 MV North Campus
619.955.3130 MV South Campus

www.thecoopschools.org

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Contact Information

Administration – The CoOp Schools

Executive Director	Tom Pellegrino	tom@sdccs.org
COO	Ken Rochells	krochells@sdccs.org
Business Manager	Kristie Yen	business@sdccs.org
Director of Technology/Facilities	Ramon Aguirre	tech@sdccs.org
Director of Special Education	Crystle Morris	specialed@sdccs.org

Linda Vista Campus

Principal	Sarah Saluta	principal@sdccs.org
Vice-Principal	Kathy Osterhout	kathy@sdccs.org

Main Office and Attendance	Melissa Gonzalez	melissag@sdccs.org attendance@sdccs.org Tel. (858) 496-1613
Extended Day Program	Janna Hemphill	edp@sdccs.org Tel. (619) 549-5496

Mountain View Campus

Principal	Anthony Villaseñor	anthony@sdccs.org
Dean of Students	Rhea Brown	rhea@sdccs.org

Main Office and Attendance	Kris Romero, Lizette Cardenas	mwoffice@sdccs.org Tel. (619) 840-6993 North campus Tel. (619) 955-3130 South campus
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Extended Day Program	Eboni Wyatt	eboni@sdccs.org Tel. (619) 840-6820
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Board of Directors

Director/President	Cyndi Boyd	cyncam5@yahoo.com
Director/Vice President, Treasurer	Simon Chapman	Simon.Chapman@CNR.com
Director/Secretary	Kate Nyce	Kathryn.nyce@pillsburylaw.com
Director/LV PSA Representative	Julie Blair	julieannblair@hotmail.com
Director/MV PSA Representative	Nelwyn Del Frate	nelwynkate@gmail.com
Director/Immediate Past President	Dr. Patti Saraniero	patti.saraniero@gmail.com
Director	Molly Shannon	mollie.shannon@gmail.com
Director/LV Staff Representative	Allison Bell Hoyt	allisonb@sdccs.org
Director/MV Staff Representative	Erica Diamond	erica@sdccs.org
Director/LV Staff Representative	Morgan Weir	morgan@sdccs.org

Welcome

Mission

The CoOp Schools support 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.

We welcome you and your family to our school community and provide each family with a copy of our parent handbook designed to give you an overview of our school, its educational philosophy, its governance structure, its funding mechanisms and your role within each of these aspects of our school community.

1. **We deeply believe that together, we are better.** Respect for individuals and delight in diversity underlie the curriculum in every classroom and in every gathering of our school. It is our goal to create a model of community that supports our vision and guides our children through their lives. The CoOp Schools staff students and families are expected to:
 - Use common courtesies in our daily lives together—we are all models for the children and we must create the peaceful and calm community that we want our children to be a part of each day.
 - Be mindful that every adult in our community works with the best interest of children in mind every single day. Bring an extra measure of patience and goodwill to our campus when you are here.
 - Actively seek out opportunities to provide support and service both within our school community and beyond. Ask yourself, “How can I help?”
2. **We believe that open, honest and frequent communication is essential to the success of any cooperative enterprise.** Toward that end, The CoOp Schools families are expected to:
 - Enroll in school e-mail communications (Board reports, PSA updates, etc).
 - Maintain student and staff privacy by giving each conversation the respect and attention it deserves. *Under no circumstances* should individual student academic performance or behavior be discussed in public areas such as hallways and classrooms when other students and parents are present.
 - Make appointments to speak to staff members. Do not engage teachers in individual conversations the first 15 minutes before/after school. Teachers are preparing to teach students or are responsible for supervising students being picked up. Both the before/after time periods require the teachers’ undivided attention to the children.
3. **We believe constructive and positive problem solving contribute to a positive school culture for students, staff, and families.** The CoOp Schools staff, students, and families are expected to:
 - Bring all concerns to the attention of the parties involved within 24 hours. Lingering problems and concerns generally don’t get better unless they are addressed early and directly. If a solution cannot be reached, the involved parties may notify the Principal, who will then follow the Grievance procedure outlined in The CoOp Schools Administrative Regulation AR 1312.
 - Help support our children in learning to resolve differences in non-violent ways. Attend adult classes for our Second Step program and learn how to help children manage strong emotions and conflicts.
4. **We believe each child is a unique individual with unique strengths and needs.** In planning for our classrooms, we take into account the strengths, challenges and interests of the children as a group and individually. We believe that placing students with the educator who will best meet the student’s needs is the first step in a positive and successful school year. We do not accept requests from parents asking for a specific teacher. However, the principal will acknowledge notes/letters from parents indicating what type of learner the student is based on their observations as a parent. Students with special needs will be accommodated according to their IEP. The CoOp Schools families are expected to:
 - Participate in regular conferences with the classroom teacher.
 - Schedule time to meet with the teacher if there are concerns.
 - Respond to staff requests to attend meetings regarding their child.
5. **We believe that the safety and well-being of children is our highest priority.** All of our activities, programs emergency plans are routinely analyzed to ensure they meet our strenuous safety guidelines. The CoOp Schools families are expected to help maintain a safe and orderly campus by contributing in the following ways:
 - Do not leave your children unattended on campus. All children must be enrolled in our extended day program if they are on campus before 8:10 a.m. or 30 minutes after dismissal time on any school day.
 - Drive slowly and stay alert in the drop-off and pick-up zones.
 - Enter/exit campus at the designated locations.
 - Do not unlock gates unless directed to do so by a staff member.

Philosophy

The CoOp Schools believe that learning is a very individual process. Each of us constructs and revises our understanding of the world every day. The way individuals learn best is dependent on many factors: developmental stage, environment, personality, interests and social style are just some of the things that influence our ability to learn new concepts. *Constructivism* is the educational philosophy that is the basis for our teaching methodology. The constructivist model relies on research indicating that the deepest understanding of knowledge is created through exploration, reasoning, and discussion. If you reflect for a moment on how you as an adult learn a new concept or skill, you are most likely to find that interaction, questioning, and practice each play a part.

Based on this belief, our teaching methods begin with assessment. We want to know how each child learns, not just what they know. We do this through observation during activities that demonstrate the child's problem-solving strategies, his or her strengths and weaknesses, and his or her interactive style. We also assess skill levels in the content areas (language, reading and writing, math, science, and social studies) through individual and group testing. These assessments give the teacher a picture of the class as a whole and the individuals within. The teacher then structures lessons and assignments that require the students to perform constructivist activities: questioning, research, discussion and exploration. At this level, children are not only learning facts, they are gaining a deeper understanding of concepts. At the same time, this process teaches the children observation/study habits that will enable them to learn efficiently and effectively throughout their lives.

Our school curriculum is organized around four schoolwide themes. Consult the school calendar for dates and times.

School Governance

The CoOp Schools are based on a unique, three-tiered model of governance that closely aligns parents, education professionals, and community members in a common bond of building and maintaining a public school.

The Administration

Led by the principal, the administration is comprised of San Diego's most dynamic education professionals, paid support staff, and parent volunteers. The administration is responsible for the continuing development of the core curriculum, the implementation of the charter's principles, and all aspects of the day-to-day operation of The CoOp Schools.

The Parent-Staff Association

Comprised of parents and members of the staff, the PSA is the linchpin of the cooperative model. The PSA is the forum for parents to express their great ideas for making The CoOp Schools one of the most outstanding schools in the San Diego Community. Standing committees of the PSA create or influence virtually every aspect of The CoOp Schools experience. The horizons of enrichment found within The CoOp Schools landscape are defined by the creativity and vibrancy of this organization. Formal meetings occur monthly with a brief report by the principal conducted at the beginning of each session. Additional meeting with committees are scheduled as needed.

The Board of Directors

The Board of Directors (BOD) functions as the school's policy and oversight committee, ensuring that the charter mission is fulfilled. The main focus of the BOD concerns budgetary issues, long-range project planning and acting as a liaison for The CoOp Schools with the community at large. The BOD is comprised of qualified parents, members of the community, and staff. Prior notice of board meetings will be provided by email, at the TheCoOpSchools.org website and by posting in the business office.

The Parent Cooperative at The CoOp Schools

Research has shown that parent participation is the single greatest indicator of student success. Parents are the backbone of The CoOp Schools. We believe that these energies are well spent, as our students develop life skills essential to their growth as competent, secure and successful individuals. Parent participation is a gift to our children rather than a chore. We recognize that each family will contribute in different ways. We welcome all parents and have many ways that families can support our school that can be undertaken during non-school hours. Parents who work with the children will receive appropriate training. A cooperative school environment can only be achieved by each of us as individuals devoting our valuable time to the success of all of our children and to the school as a whole. We sincerely value and appreciate all volunteers. For campus specific PSA information available in the campus addendum's.

POLICIES AND PROCEDURES

Parent Involvement Policy

The CoOp Schools strongly believe that parent involvement is key to student's success. However, no parent involvement plan or policy shall require mandatory service from parents, and under no circumstances shall any student suffer any adverse consequences, including without limitation, denial of admission or readmission based upon a parent's level of service or other contribution to the school.

We recognize that every parent is able to be involved at different levels due to such circumstances a family, work, health and even cultural reasons. The definition of parent involvement that The CoOp Schools value above all else is parental engagement with their students' learning and growth. Therefore, two levels of parent involvement both formal and informal will be made available to parents.

Level I. Required:

- Commitment and willingness to adhere and support all The CoOp Schools policies.
- Two-way communication between the school and home regarding the education and well-being of the student.

Level II. Encouraged

- Volunteering in one of the many opportunities across the campuses
- Participation in parent-teacher meetings
- Attendance at school curriculum events, such as Project Nights
- Attendance at Parent Information Workshops
- Participation in the Parent Staff Association (PSA)

Attendance

Getting your child to school on-time and ready to learn is the most critical component of your parent involvement commitment at The CoOp Schools. Regular attendance in school is critical to your child's success. Our curriculum depends on your child being present in class to learn from his/her teacher and peers. The opening routines that occur in our classrooms in the first 30 minutes of the day set students up to learn throughout the day. School begins at 8:30 a.m. and we suggest that students arrive no later than 8:20 a.m.

Reporting Absences

- Call the school office (858) 496-1613, send a note, or fill out our online absence form to report your child absent. All absences and late arrivals must be verified by a parent/guardian within 3 school days of the last day of the student's absence. Absences unverified after 3 school days will be recorded as unexcused.
- Include the following information when reporting your child absent:
 - Notification date
 - Student's full name
 - Teacher's name and grade
 - Date(s) of absence
 - Reason for absence
 - Name and relationship of the person notifying the school.
- Each day, the school will attempt to verify unresolved absences by using our automated phone system to contact parents/guardians.

Arriving Late / Departing Early

When arriving late or departing early the parent/guardian must sign in through the school office and obtain a tardy slip to admit the child to class or an early release slip to indicate to the teacher that you have already signed the child out for the day. To minimize disruption to the classroom, we will call the classroom to send your child to the office if you arrive to pick your child up prior to the usual dismissal time.

The CoOp Schools maintain a closed campus. All gates are closed at 8:30 a.m. and re-opened 15 minutes prior to the end of school.

Independent Study Contracts

Independent study contracts may be completed if the student will miss school days. Request to accommodate student learning via an independent study contract will be made on an individual basis by the campus principal or designee.

Excessive Absences/Truancy (Ed. Code §48260, 48262)

The CoOp Schools maintain high expectations for student attendance, but we also recognize that students may miss a few days/hours during the school year due to illness or family emergencies. For this reason, The CoOp Schools have a

established guidelines for satisfactory student attendance. In the event a student falls short of these expectations, written attendance letters will be sent to the student's parent/guardian.

An unexcused absence is an absence or tardy more than 30 minutes that is not defined as excused absence under California Ed. Code § 46010, 48205 (See Attendance Policy; Board approved 12/16/2008 for additional details.)

- If a student incurs 3 unexcused absences, the parent/guardian will receive a letter documenting the child's attendance. An appointment or other form of contact will be made with the child's teacher to identify the cause of such absences and to discuss how the school can work with the family to support the child's success in school, including regular attendance.
- Upon incurring the 5th unexcused absence, the parent/guardian will receive a second letter documenting the child's attendance and an appointment with SART (Student Attendance Review Team) will be scheduled to discuss the child's continued absence and develop an attendance improvement plan for the student.
- Upon incurring the 7th unexcused absence, the parent/guardian will receive a phone call setting up a meeting with SART. At the meeting, a third letter documenting the child's attendance will be given. An attendance contract will be given as well.
- Upon incurring the 10th unexcused absence, the parent/guardian will receive the SART violation letter, indicating that a SARB (Student Attendance Review Board) hearing will be initiated. Parent/guardian will receive notification for a SARB hearing, which states the student as a habitual truant and contains the scheduled appointment with SARB.

Total Absences (excused and unexcused)

- Once a student incurs 5 total absences, an initial letter will be sent to parents/guardians alerting them to their child's attendance record. The letter will request that parents/guardians contact their child's teacher to discuss the reason for these absences and to develop a plan for attendance improvement.
- After incurring 10 total absences, a second letter will be sent to parents/guardians requiring a meeting with the SART. A plan will be established to improve the student's attendance, and any subsequent absences for illness will require a doctor's verification.

The principal or designee can, at any time, request consultation and intervention by the SART for habitual absence or truancy issues.

Excessive Late Arrivals or Early Departures

As indicated throughout this document, attendance is an issue The CoOp Schools take very seriously. Students who are regularly arriving late to school or leaving early are also at risk of poor academic performance. For students who are habitually missing a portion of the instructional day, notification letters will be sent as outlined above, following the thresholds outlined below:

- Students incurring 6 tardies will receive an attendance update letter.
- Students incurring 9 tardies will receive a letter requesting a meeting with the child's teacher. An attendance improvement plan will be discussed.
- Students incurring the 12th tardy will generate the need for a review of parents' attempts to implement the attendance improvement plan as agreed by parents, teacher and principal. Upon recommendation of the principal, The CoOp Schools' SART will become involved in the review of student attendance, which may include a meeting with the student's parents/guardians.
- Subsequent attendance issues may be referred to The CoOp Schools' SART.

Families are also reminded that the the CoOp Schools curriculum embraces a wide variety of integral subject matter and teachers spend a significant amount of time to ensure that *all portions* of the school day are equally important to the student's growth and mastery of learning. When a student leaves early, the student is missing out on integral learning experiences which adversely impact the student's success and her/his ability to be a contributing member of the learning community.

Accordingly, if a student develops patterns of early departure, parents will be scheduled to meet with the teacher, principal, and the SART to develop an attendance improvement plan. Our goal is to have your child in school for each full day of instruction.

Options for Students Unable to Attend School

Students who are unable to attend school for an extended period of time due to serious injury or illness may be eligible to receive independent study contracts during the period of absence when approved by the principal or designee.

- Children who are absent due to shorter term illness should rest and recuperate so that they may return to school as soon as they are able. When reasonable, parents are encouraged to work with teachers to support the student's completion of missed work within a practical period of time.
- While families are asked to arrange for vacations and non-medical absences during school breaks, holidays, and other non-school periods, if you know your child *must* be absent, please contact the teacher or principal in advance for assistance in obtaining makeup schoolwork for your child.
- If your child is regularly unable to attend school or participate in scheduled classroom activities for reasons that are not health related, a conference should be scheduled between the parent and principal to determine if The CoOp Schools is the most appropriate academic placement for your student.

Disenrolling students

A student is disenrolled when a parent/guardian notifies the school that their child is no longer attending the school or if an official request for transfer is made by another school.

When students are not disenrolled as described above but stop attending, the office staff will take the usual steps outlined above to verify the absences. After 10 days of consecutive unverified absences and no communication from the parent/guardian, the student will be removed from the school roster. The date of disenrollment will be the student's last day of attendance at the school.

Discipline

Inherent in our approach to teaching is the belief that communication is key to success in all human endeavors. It is our goal that the children become excellent communicators through both speech and writing. Communication is also central to our discipline policy. We believe an essential part of a child's growth include the development of self-discipline. Although compliant behavior can be compelled, the development of inner control and social conscience is a long process, during which the child needs frequent feedback from respectful adults. Our conflict resolution approach involves the development of clear and respectful speaking and listening skills. Building on this, we have adopted Second Step which is a social/emotional curriculum designed to assist children in developing the tools they need to work productively with others.

We teach the art of compromise and the skill of social planning. As the children's communication skills develop, peer mediation is introduced. At times, a child will be unable to exercise self-control. It is then the responsibility of the staff to remove the child to a less stimulating environment and offer them support in regaining self-control. Children facing behavioral disorders will also receive the help they need. We believe that children have the right to feel physically and emotionally safe, and to have the opportunity to get their needs met in a socially positive way.

The CoOp Schools school community embraces the following guiding principles for conduct between and among all members of our school community:

- Respect Yourself.
- Respect Others.
- Respect the Environment.

Members of the school community who violate our principles of conduct will be reminded and redirected. Members of the school community who consistently violate our principles of conduct are strongly encouraged to reflect and reconsider the match between their personal choices and the principles of conduct of our school.

Students who violate our principles of conduct will receive disciplinary consequences that are appropriate to their actions. Whenever possible, staff members attempt to identify natural consequences for students who need additional assistance conducting themselves in a manner consistent with our principles of conduct. For example, a child demonstrates disrespect for our school environment and litters, the child is given cleaning tools and is directed to make the situation right by cleaning up the litter. We believe it is important for children to take responsibility for their actions and to work toward positive solutions.

Students who do not respond to redirecting may experience additional consequences as noted below:

- Loss of recess privileges.
- Detained in class for a specified period of time.
- Detained in the office for a specified period of time.
- Loss of school privileges such as field trips, dances, lunch zones, and walking in graduation.
- In-school suspension.
- Out-of-school suspension.
- Expulsion.

Per Education Code 48900 *et al*, students at The CoOp Schools may be suspended for the following offenses. Items marked with a * are offenses that may require police contact and a recommendation for expulsion.

- Physical injury to another person*
- Possession of weapons*
- Possession/use of illegal substance*
- Robbery/Extortion
- Damage to school or personal property*
- Tobacco use/possession
- Obscenity
- Drug paraphernalia*
- Disruption/defiance
- Receiving stolen property*
- Possession/use of imitation firearm*
- Sexual assault/battery*
- Harassment
- Selling prescription drugs*
- Hazing*
- Aiding & Abetting
- Sexual Harassment (grades 4-8)
- Hate violence* (grades 4-8)
- Intimidation through harassment/threats* (grades 4-8)
- Terroristic threats*

Effective January 1, 2009 school officials may suspend or recommend for expulsion students who participate in sexual harassment, hate violence or severe or pervasive intentional harassment, threats, or intimidation that are committed personally or by means of an electronic communications device or systems.

Students who are suspended are to remain at home during school hours under the direct supervision of the parent or guardian. Suspended students are prohibited from entering the premises of The CoOp Schools except in connection to an authorized or official meeting related to the suspension. If a student is recommended for expulsion a 5 day suspension will be issued.

Parent on Campus Behavior Policy

The CoOp Schools expect and require that adults on campus (staff, parents, other family, and friends), act as behavioral role models to our students. The policy has at its core the notion that we must all treat one another with respect. It also addresses issues of personal privacy and the need to keep our voices at a talking level. If we expect our students to behave respectfully, we must set a consistent example.

HEALTH REQUIREMENTS

Health Screenings

Vision and Hearing screenings will be provided as required by state law at the following levels:

- Hearing screening for all students in Transitional kindergarten, kindergarten, second, fifth, and eighth grades.
- Vision screening for all students in Transitional kindergarten, kindergarten, second, fifth, and eighth grades.
- New students and students referred by parents or school personnel may also be screened.

Exclusions from Screenings: Contact your principal regarding excluding your child from any of these screenings.

Medication at School

- Any student who is required to take medication prescribed by a California licensed physician during the regular school day can be assisted by the school staff if the school receives a written statement from the physician. Forms are available in the office.
- Prescription medications must be in the original pharmacy container with the original prescription label adhered to the container.
- No other prescription or over-the-counter medications, vitamins, herbs, or alternative medications may be carried by students on their person, in a backpack or other container except as indicated above and with the express knowledge and permission of the school.
- If a child requires an over-the-counter medication on an ongoing basis, the parent may obtain a physician's order form authorizing other staff to give the medication.
- All medication will be returned at the end of the school year. No student medication will be kept at school over the summer

Immunization (Shot) Requirements

State law requires that all students under age 18 years, pre-kindergarten through grade 12, be immunized against certain diseases unless they are exempt for medical reasons or because of personal beliefs. At the time of registration, the school is required to have proof that your child has received all currently due immunizations. The CoOp Schools participate in the San Diego Regional Immunization Registry (SDIR), a county-wide computer system that keeps track of immunizations (shots).

See Table 1: Immunizations for specific requirements. Please check with your pediatrician, family physician or medical clinic to make sure your child is fully immunized. Your child may be excluded from attending school if these requirements are not met.

There have been some changes to California state law. Under the new law known as SB 277, as of January 1, 2016 exemptions based on personal beliefs, will no longer be an option for the vaccines that are currently required for entry into child care or school in California. Personal beliefs exemptions on file for a child already attending child care or school will remain valid until the child reaches the next immunization checkpoint at kindergarten (including transitional kindergarten) or 7th grade. Medical exemptions still require documentation from a licensed physician.

For more information regarding SB 277, please see the Frequently Asked Questions available at www.shotsforschool.org/laws/sb277faq/

Additional information about school immunization requirements and resources is available at the California Department of Public Health's website at www.shotsforschool.org, or contact your family's health care provider.

Table 1: Immunizations

Children need to have these shots before they can begin childcare and school, a Tdap booster is required prior to entering grades 7-12.

Children entering child care must have:

Age When Enrolling.....	Immunizations Required
2-3 months.....	1 DTaP, 1 Polio, 1 Hep B, 1 Hib
4-5 months.....	2 DTaP, 2 Polio, 2 Hep B, 2 Hib
6-14 months.....	3 DTaP, 2 Polio, 2 Hep B, 2 Hib
15-17 months.....	3 DTaP, 3 Polio, 2 Hep B, 1 MMR*, 1 Hib**
18 months-4 years	4 DTaP, 3 Polio, 3 Hep B, 1 MMR*, 1 Hib**, 1 Varicella

* On or after the 1st birthday

** At any age

Children entering kindergarten must have:

- 5 DTaP (4 doses meet requirement if at least one was given on or after the 4th birthday);
- 4 Polio (3 doses meet requirement if at least one was given on or after the 4th birthday);
- 3 Hep B;
- 2 MMR (first dose on or after 1st birthday);
- 1 Varicella.

Children entering 7th grade must have:

- 4 DTaP (1 more required after the child's 7th birthday);
- 4 Polio (3 doses meet requirement if at least one was given on or after the 2nd birthday);
- 2 MMR (1st dose on or after 1st birthday);
- 1 Varicella.

Children entering 7th - 12th grade must have:

- All of the above;
- 1 Tdap booster shot given after the 7th birthday.

Kindergarten Physical Exam

California's Child Health and Disability Prevention (CHDP) Program requires all school aged children to have a physical exam on record with the school. The CoOp Schools have made this a requirement for kindergarten. Please submit a copy of your child's medical checkup to the school when you register for kindergarten or as soon as it is completed during kindergarten. You are encouraged to obtain this exam by kindergarten entry to make sure that your child is healthy and ready to learn. Parents or guardians needing assistance in meeting this requirement may call 1-800-675-2229. If a physical exam is against your personal beliefs, you must sign a CHDP waiver form at the school. Students who have not met this requirement by the appropriate date may be excluded from school attendance for up to five days.

K-1 Physical Exam

California's Child Health and Disability Prevention (CHDP) program mandates that every child have a physical examination before entering school in kindergarten or first grade. The examination may be completed up to 18 months before the start of first grade. Parents or guardians are required to present a report of examination or a waiver statement to the school within 91 days of entry to first grade. Students who have not met this requirement by the appropriate date may be excluded from school attendance for up to five days. Parents/guardians needing assistance meeting the requirements can call (800) 675-2229. You are encouraged to complete this exam at kindergarten entry to ensure your child is healthy and ready to learn.

K-1 Dental Exam (OHA)

Effective January 1, 2007, an Oral Health Assessment (dental examination) by a licensed California dental health professional is required for children entering public school for the first time (at kindergarten or first grade). The Oral Health Assessment must be completed and returned to the school by May 31 of that first school year (at kindergarten or first grade). Assessments done 12 months prior to school entry also meet this requirement. Obtain the form from the school or

your dental health provider to complete. Parents/guardians may sign a waiver of this requirement which is found on the OHA form available at the school. There is no penalty or exclusion if this requirement is not met. The parent/guardian may call (800) 675-2229 for assistance in finding a provider for the Oral Health Assessment.

Pediculosis Policy (Head Lice)

Lice are a common problem in any area that children gather. They can be pesky and bothersome, but they are not disease carrying vectors and pose no health risk to children or adults. Parents of children ages 3-11 should perform routine head checks at home. The CoOp Schools follow a No Lice Policy that includes early detection via screening, distribution of educational materials, and treatment of children with live lice. This policy is described in detail in the "Guidelines on Head Lice Prevention and Control for School Districts and Child Care Facilities, 2008" published by the California Department of Health and can be found on a link on our school website. The school will take the following actions for screening and treatment:

- Students with live lice will be sent home for treatment. Students with nits will be permitted to stay in school and parents will be contacted and provided with information materials and directed to treat their child(ren) at home for lice.
- Because it takes 6-9 days for nits (eggs) to hatch, children who are found to have lice must be checked again for the presence of live lice (louse).
- Schoolwide and classroom wide notification of lice cases will not be permitted. The Health Department guidelines and our own experience have shown that this does not work and is causing children to be singled out by their peers and by some adults.
- Chronic lice cases will require that parents/guardians consult with a medical doctor for treatment options and provide documentation of treatment to the office.

Control of Communicable Diseases

The CoOp Schools are required to cooperate with the San Diego County Department of Health and Human Services to prevent and control communicable diseases in school-age children. When there is good reason to believe a student has a contagious or infectious disease, the parent will be contacted and the student sent home. The student may return to school when well and/or released by a physician. If there is reason to believe a student is suffering from a recognized contagious or infectious disease, the student will be excluded from school until school officials are satisfied that the student no longer has the contagious or infectious disease.

Free/Reduced Lunch

To help our students be prepared to learn, free and reduced-price meals are available. Information about this program is available at the school office.

Asbestos Awareness

Asbestos Hazard Emergency Response Act (AHERA) Notification: SDUSD has established an effective asbestos management program in compliance with the Asbestos Hazard Emergency Response Act. Efforts include periodic six-month surveillances, mandatory three-year re-inspections by EPA-certified inspectors, and ongoing operations and maintenance activities to ensure protection for building occupants, custodians and maintenance workers as recommended and supported by the EPA. A copy of the applicable site management plan is available at each school and district facility and can be reviewed by contacting the principal or site administrator. Questions regarding the management plans or asbestos conditions should be addressed to the SDUSD Safety, Training, Personnel and Environmental Compliance Department at (858) 627-7174.

Pesticide Use and Notification

The CoOp Schools comply with the Healthy Schools Act of 2000 requiring use of effective and least toxic pest management practices, and provides annual notification to all parents/guardians of students enrolled at a SDUSD site with a listing of all pesticides that may be applied at their site. Parents or guardians may request prior notification of individual pesticide applications for their school site. People listed on this registry will be notified at least 72 hours before pesticides are applied. In an emergency that requires spraying of pesticides, the site will be notified and signs posted; however, those listed on the registry will not be notified. For more information about the SDUSD's Integrated Pest Management, visit www.sandi.net/ipm.

Zero Tolerance

Weapons, Violent Acts, and Fighting

The Board of Education has adopted a Zero Tolerance Policy on weapons, violent acts and repeated fighting. This policy applies to middle level and high school students. Students who violate this policy will be suspended and recommended for expulsion. Students are subject to arrest if having or using the weapon violates the law. Weapons include guns, knives, BB guns, replica guns, explosives, fireworks or any object that is used in a threatening or harmful manner. Carrying any kind of knife (for example, a pocket knife or butter knife) is not allowed. Any object used in a threatening manner will be considered a weapon even if its normal use is not as a weapon. The policy also means that students who are involved in repeated fights that cause physical injury will be recommended for expulsion.

Alcohol, Tobacco and Other Drugs

The CoOp Schools prohibits alcohol, tobacco and other drug use on all school campuses, at sponsored events and going to and from school or school-sponsored events. Students found to be selling or furnishing controlled/prohibited substances, or in possession of an amount of a controlled/prohibited substance determined to be for more than personal use, will be recommended for expulsion on the first offense. For possession or use of a controlled/prohibited substance, expulsion will be recommended on the third offense. If a student is found in possession of tobacco, he/she will be recommended for expulsion on the fourth offense.

School personnel will also counsel disciplined students by way of early intervention. Counseling may include:

- Individual group instruction or tutoring;
- Conferences with parents or guardians;
- Referral to another community agency;
- Regularly scheduled appointments with school counselor

If a student violates an intervention contract, the student will be suspended.

All parents or guardians and students must sign the Zero Tolerance section of the Universal Form at the back of this booklet and return to the school site.

The Board of Education has approved the following Zero Tolerance Policy:

- Use, possession or brandishing of a weapon will result in a recommendation for expulsion. A weapon is defined as, but not limited to, a firearm, pistol replica, starter pistol, stun gun, BB gun or pellet gun, a knife of any size or type, a dirk, dagger, razor, slingshot, any explosives or fireworks. Any object used in a dangerous manner will also be considered a weapon.
- Repeated incidents of fighting, violent acts, or causing serious injury to another person will result in a recommendation for expulsion.
- Attempting to commit or committing a sexual assault and committing a sexual battery.
- The CoOp Schools have a NO ALCOHOL, TOBACCO, or other DRUG USE POLICY. If a student is found to be selling, furnishing, or possessing an amount determined to be for more than personal use of controlled/prohibited substances, the student will be recommended for expulsion on your first offense. For possession or use, expulsion will be recommended on the third offense, except for tobacco offenses; if a student is found in possession of tobacco he or she will be recommended for expulsion on the fourth offense.
- In addition to discipline, if a student is found to have violated the law he or she may be arrested and taken to a juvenile detention facility.
- Expulsion will result in the loss of privileges to attend school or extracurricular activities.
- The Zero Tolerance Policy requires a recommendation for expulsion if the offense occurs on school campus or at a school activity, whether on or off campus.
- Expulsion may be recommended for an offense that occurs during lunch period off-campus, and during, or while going to or from a school-sponsored activity.

The Zero Tolerance Policy is designed to make school a safe environment and to provide an appropriate learning environment for students. There can be no acceptable reason for violating these rules. Board approved procedures regarding student discipline are contained in the Suspension and Expulsion Policy BP and are available online and at your school site.

Harassment

In accordance to Education Code Section 32261, The CoOp Schools are committed to making schools free from any kind of harassment, including sexual harassment, and prohibits such actions by any person in the educational setting. Harassment is defined as any verbal or nonverbal conduct that has the purpose or effect of a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment.

Sexual Harassment

The CoOp Schools are committed to making the schools free from sexual harassment. This means that The CoOp Schools prohibits harassment made by someone from or in the educational setting. Sexual harassment can be such actions as unwelcome sexual advances; request for sexual favors; or verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting. The CoOp Schools prohibit conduct that has the purpose or effect of having a negative impact on the student's academic performance, or creating an intimidating, hostile, or offensive educational environment. The CoOp Schools further prohibits sexual harassment in which a student's grades, benefits, services, honors, program or activities are dependent on submission to such conduct.

Bullying, Harassment, and Intimidation Policy

Bullying (including cyberbullying), harassment, or intimidation in any form are prohibited at school or school-related events (including off-campus events, school-sponsored activities, school buses, any event related to school business) or outside of school hours with the intention to be carried out during any of the above.

Such acts include those that are reasonably considered as being motivated either by an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability or any other distinguishing characteristic. The CoOp Schools further prohibits the inciting, aiding, coercing or directing of others to commit acts of bullying or cyber-bullying, harassment or intimidation. Any staff member who observes, overhears or otherwise witnesses such actions or to whom such actions have been reported must take prompt and appropriate action to stop the behavior and to prevent its reoccurrence. Students who observe, overhear or otherwise witness such actions must report them to a staff member. Parents or guardians and visitors are also encouraged to report the behavior to a staff member.

Policy for Bullying Prevention

The CoOp Schools believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance. The CoOp Schools will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation. Acts of this nature shall be considered bullying when the elements of bullying behavior are also present. The three elements of bullying include: (1) a power differential (either in physical size or popularity); (2) repetitive; (3) and intentional.

The CoOp Schools expects students and/or staff to immediately report incidents of bullying to the principal or designee. All staff are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be documented by a referral to the principal and be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during any school-sponsored activity.

Students in violation of this policy are subject to disciplinary action as follows:

First Incident: Verbal Warning and Notify Parents

Recorded in writing by a referral to the school counselor; counselor investigates the incident, identifies the elements of bullying (power difference, repetitive, and intentional). The counselor notifies the principal. The principal meets separately with the victim, the bully and any witnesses. Principal notifies the entire staff and contacts the parent.

Second Incident: 2 Days In-School Suspension

Recorded in writing by a referral to the principal; principal investigates the incident, notifies the parent, notifies all staff, and places the student on 2 days of in-school suspension.

Third Incident: 4 Days Out-of-School Suspension

Recorded in writing by a referral to the principal; principal investigates the incident; notifies the parent, notifies all staff; and places the student on 4 days of suspension.

Fourth Incident: Expulsion

Recorded in writing by a referral to the principal; principal investigates the incident; notifies the parent; and places the student on 5 days of suspension pending expulsion.

Students Speaking Out

In conjunction with the Bullying, Harassment, and Intimidation Prohibition Policy and Administrative Procedure 6381, San Diego Unified has partnered with the San Diego County Crime Stoppers "Students Speaking Out" program to make schools and communities safer. Students Speaking Out provides a way for students to safely report school crimes anonymously via phone, text, or the internet without fear of retaliation by calling (888) 580-TIPS (8477), texting to 274637 or going to www.studentspeakingout.org.

TECHNOLOGY

Network Use Guidelines

Collaboration and communication between parents, staff and students are a priority at our school. In an effort to build on this belief, and to ensure academic success for all students, we are offering Student Connect at schools that select to implement. The Student Connect application provides students secured Internet access to a wide array of student school data such as: district, school and classroom news; student demographics; student schedules; attendance activity; class assignments; report cards and progress reports; health and immunizations; transcripts; standardized testing results; behavioral incidents; food service transactions; and e-mail links to teachers, counselors, and school administrators. This application will also be used for students to enter and edit course requests.

SDUSD District Procedures 4580 and 4581 provide information about the privileges and responsibilities of using the Internet, The CoOp Schools networks and electronic communication devices (ECDs) as part of your student's educational experience. The SDUSD's Sandi Net is an electronic network with access to the Internet. Students will have access to:

- Electronic mail (e-mail) communication with people all over the world.
- Information, online databases and news from a variety of sources and research institutions.
- The CoOp Schools provided software and public domain/shareware software of all types.
- Discussion groups on a wide-variety of topics.
- Variety of web-based and software programs to publish content to the web.
- Collaborative web-based programs for the purpose of project based learning.
- Online courses and curriculum, academic software and electronic learning resources.

Responsibilities

The CoOp Schools have taken reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. "Harmful matter" refers to material that, taken as a whole by the average person applying contemporary statewide standards, describes in an offensive way material that lacks serious literary, artistic, political or scientific value for minors. (Penal Code, section 313)

The teacher and staff will choose resources on the Internet that are appropriate for classroom instruction and/ or research for the needs, maturity, and ability of their students. The CoOp Schools takes no responsibility for the accuracy or quality of information from Internet sources. Use of any information obtained through the Internet is at the user's risk.

Acceptable Use

The purpose for schools having access to SanDiNet and the Internet is to enhance teaching and learning by providing access to 21st Century tools and resources as well as online instruction. Use of another organization's data networks (e.g. Cell Phone Carriers) or computing resources must comply with rules of that network as well as The CoOp Schools User policies.

Prohibited Uses

Transmission of any material in violation of any federal or state law, and The CoOp Schools policy is prohibited. This includes, but is not limited to, the distribution of:

- Information that violates or infringes upon the rights of any other person;
- Bullying by using information and communication technologies (cyberbullying);
- Defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal material;
- Advertisements, solicitations, commercial ventures or political lobbying;
- Information that encourages the use of controlled substances or the use of the system for the purpose of inciting crime;
- Material that violates copyright laws.
- Vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited (Penal Code, Section 502).

Warning: Inappropriate use may result in the cancellation of network privileges. The site system administrator(s) may close an account at any time deemed necessary. Depending on the seriousness of the offense, any combination of the following policies/procedures will be enforced: Education Code, The CoOp Schools procedures, and school site discipline/network use policy.

Privileges

The use of SanDiNet and the Internet is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The administration, teachers and/or staff may request the site system administrator to deny, revoke or suspend specific user access.

Network Rules and Etiquette

The use of SanDiNet and the Internet requires that students abide by The CoOp Schools rules of network use and etiquette. These include, but are not limited to, the following.

- Be polite. Do not send abusive messages to anyone.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.

Note: E- mail and web-based programs are not private and are subject to review by The CoOp Schools staff. People who operate the system have access to all mail. Messages relating to, or in support of, illegal activities must be reported to appropriate authorities.

- Maintain privacy. Do not reveal the personal address, phone numbers, personal web sites or images of yourself or other persons. Before publishing a student's picture, first name, or work on the Internet, the school must have on file a parent release authorizing publication.
- Cyber-bullying is considered harassment.
- Respect copyrights. All communications and information accessible via the network are assumed to be the property of the author and should not be reused without his/her permission.
- Do not disrupt the network.

Cyber-Bullying

Cyber-bullying is the use of any electronic communication device to convey a message in any form (text, image, audio, or video) that intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner. Using personal communication devices or The CoOp Schools property to cyber-bully one another is strictly prohibited and may result in the cancellation of network privileges and /or disciplinary action. Cyber-bullying may include but is not limited to:

- Spreading information or pictures to embarrass;
- Heated unequal argument online that includes making rude, insulting or vulgar remarks;
- Isolating an individual from his or her peer group;
- Using someone else's screen name and pretending to be that person;
- Forwarding information or pictures meant to be private.

Security

Security on any computer system is a high priority. If you feel you can identify a security problem on SanDiNet, notify the Technology Department either in person, in writing, or via email at tech@sdccs.org. Do not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to SanDiNet and the Internet.

Vandalism

Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

Cellular Telephone and Electronic Signaling Device Policy

Education Code section 48901.5 allows school boards to set policy on the use and possession of cellular telephones and other electronic signaling devices on school campuses. Board of Education Policy H-6980 allows student possession and use of cellular phones, pagers and other electronic signaling devices on school campuses and school buses, at school-sponsored activities, and while under supervision and control of The CoOp Schools employees under the following circumstances:

- All students (K-12) may use these devices on campus before school begins and after school ends.
- The devices must be kept out of sight and turned off during the instructional program and in the classroom.
- Unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers. Repeated unauthorized use of such devices may lead to disciplinary action.

Use of or Reference to The CoOp Schools Name(s) or Logo(s)

The words "The CoOp Schools" (and any derivations such as "San Diego Cooperative Charter Schools", "SDCCS") and the school logo are intended to identify our schools and to represent the image and qualities that define our program. In order to maintain these qualities, utilizing, making reference to or presenting images of the various forms of the school name and/or school logo in the furtherance of any project, business, internet presence, electronic communication, political campaign or other activity is prohibited without the specific authorization to do so from the Superintendent of The CoOp Schools.

Textbook Policy

Students are responsible for all textbooks checked out to them. Textbooks are checked out to students by textbook number and must be returned in excellent condition. This means no writing, graffiti, food or water damage. Students and their families are responsible for paying for lost or damaged materials. Textbooks in general cost about \$60 each. Students are required to cover their textbooks using a paper cover or purchased stretch cover. Contact paper and sticky covers are not permitted. Thank you for helping us to provide and maintain high quality materials for our classrooms.

Fire Drills, Lockdown and Emergency Drills

Student safety is a number one priority at The CoOp Schools. Every month, we have an emergency drill to prepare our students in the event of an actual emergency. If you ever happen to be on campus during an emergency drill, you must follow the directions of staff and evacuate the building if directed to do so. Under no circumstances can anyone remain in a building if we are evacuated for a drill. It is important we demonstrate to the children the actions that we all must take in emergency drills.

**The CoOp Schools
Parent Agreement and Understanding**

The CoOp Schools are schools of choice and parent participation is critical in order to be successful. This agreement and understanding has been prepared to promote a clear and effective partnership between the parents and the schools. Below you will find The CoOp Schools Parent Agreement and Understanding, a summary of drop-off and pickup procedures, and a summary of Field Trip procedures, which are explained in detail earlier in the handbook. Please read each of these and then execute the signature page acknowledging you have read the listed materials and agree to be bound as stated on the signature page.

Expectations of Parents:

1. Full participation by all is critical to the success of this cooperative program.
2. Parents will log their volunteer hours using our online system or will seek help from The CoOp Schools Technology Director.
3. Class meetings are scheduled approximately two times during the year. Goal setting conferences are in October and student led conferences are in March. These meetings are an enriching time, offering the exchange of ideas about the class and about children's growth and development.
4. Children should be brought to the school on time and picked up on time. Children who are not picked up on time will be sent to after school care and will be charged the drop-in rate for the Extended Day Program. Our primary concern is for the well-being of the child and respect for the staff. The school in its sole discretion will not release any child to an adult who appears unable to safely transport the child home. In the event this happens, the school will rely on the enrollment form to call another adult authorized to pick up the child.
5. Summary of Field Trip procedures:
Field Trips require a separate Permission Slip for each trip. Field Trips that require automobile transportation will also require a signed driver Information sheet.
6. If parents wish to visit a classroom outside of the time that they are actively volunteering in the class, the visit must be cleared with the Principal.
7. Our school is partially funded by the State in accordance with student attendance. It is the parent's responsibility to report their children absent from school. Attendance and punctuality are important at The CoOp Schools. Review the complete attendance policy on our website www.thecoopschools.org.
8. It is the intention of our school to forge a strong sense of respect in our students. All adults are expected to model the behavior we expect of the children. Reminders will be sent to adults who violate this principle of conduct. To this end, any interactions between and among any members of our school community will be of a respectful nature. Parents concerns should be addressed as follows:
 - a. If a parent has a concern about their child or their child's classroom, their first contact should be with the child's teacher. If a solution cannot be reached with the teacher, the Principal will be asked to step in and then follow the Grievance Procedure outlined in The CoOp Schools Administration Regulations (AR1312).
 - b. Parents and staff are expected to be sensitive to the privacy of others. Therefore, any discussions of concerns relating to the classroom or to specific needs of children shall be limited to the parties directly involved and in locations that afford some measure of privacy.
 - c. We expect all families to support our behavior principles of respect for self, others and the environment. Students who do not honor these principles and conduct themselves appropriately at school may be suspended or expelled.
 - d. In the event a parent demonstrates the inability to act in a safe or appropriate manner with the children, staff or other parents, The CoOp Schools reserve the right to take action deemed appropriate by the Principal, including exclusion from the classroom and/or the school.

The School's Obligations

1. The school shall be child-centered, shall consist of small groups of children, and shall have a high ratio of adults to children in the classroom. A safe and friendly environment with indoor and outdoor space shall be provided.
2. For the child, the school shall offer child-oriented activities that will encourage the development of each child's socio-emotional, physical, intellectual, and creative capacities. By accepting each child unconditionally and by encouraging the child to pursue his/her interests from among the many varied activities available, we hope to foster attitudes of self-esteem, independence, initiative, cooperation, and friendship.
3. For the parent, the school shall offer opportunities for deepening and extending the parent-child relationship through participating in the school and through association with other parents and teachers. Parents can achieve a better understanding of the child's development, activities, and materials and can practice skills and techniques for guiding children. We all have a responsibility to talk with one another. Communication is what we wish to teach our children, and we need to employ it ourselves.
4. Admission to membership in the school community shall be granted without regard to race, color, religion, national origin, sexual orientation, or ancestry.
5. The principal sets the tone for the school community and holds all members of the school accountable to our mission of supporting 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.



San Diego Cooperative Charter Schools

SDCCS Linda Vista and Mountain View Campuses

2016-2017 Calendar

August 2016

M	T	W	Th	F
	1	2	3	4
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September 2016

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 2016

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2016

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December 2016

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January 2017

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

February 2017

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

March 2017

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

April 2017

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

May 2017

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

June 2017

M	T	W	Th	F
			1	2
5	6	7	8	9
12				

Important Dates - No School

September 5	Labor Day
October 21	Staff Workday
November 11	Veterans Day
November 21-25	Thanksgiving Break
Dec 19-January 2	Winter Break
January 16	MLK Jr. Day
February 17-20	President's Day
March 10	Staff Workday
March 27-March 31	Spring Break
May 26	Staff Workday
May 29	Memorial Day
June 12	Staff Workday

	Minimum Days (Thursdays)
	Half Days for Conferences
	Staff Work Days (No School)
	Holidays (No School)
	First/Last Day of School
	Semester Report Card Period End

1/2 Days: School out @ 12:30 pm

- October 3-7 Goal Setting Conferences
- October 31
- March 21-24 Student Led Conferences
- May 24
- June 9

For an up-to-date calendar of events check: www.thecoopschools.org

Linda Vista Addendum

CAMPUS BASED POLICIES AND PROCEDURES

Drop-off and Pick-up Procedures

Most The CoOp Schools students are driven to and from school via private car. If you child will be using any other form of transportation to and from school, please send a note to the main office so that we may add your child to the transportation list. Additionally, middle school students may meet their parents at a designated remote pick-up location if a written notice of this arrangement is provided to the main office. Students must always be under the immediate supervision of an adult when on campus before or after school hours. Children on campus without designated adult supervision will be escorted to the Extended Day Program and parents will be charged drop-in rates for services.

Early Morning Drop-Off: Students who arrive at school between 6:30 a.m. and 8:10 a.m. must be enrolled in the Extended Day program. Students must be dropped off and signed in at the auditorium.

Regular Morning Drop-Off: Kindergarten children need to be walked to class and signed in by either a parent or older sibling. Students in grades 1-8 may be dropped off in either the passenger loading area of Levant St. or in the drop-off area in the back parking lot. Staff will be supervising both of these areas between 8:10 a.m. and 8:30 a.m. daily. All students are to be in the playground area of the campus until the morning bell rings at 8:25 a.m.

Afternoon Walk-on Pick-up: At 3:00 pm on regular school days and at 12:30 on Thursdays, families are welcome to come on campus to pick up their children. All Kindergarten and first year primary students must be picked up at their classroom by a person authorized to remove the child from school grounds or by an older sibling or carpool friend who can escort the younger child to the pick-up zone.

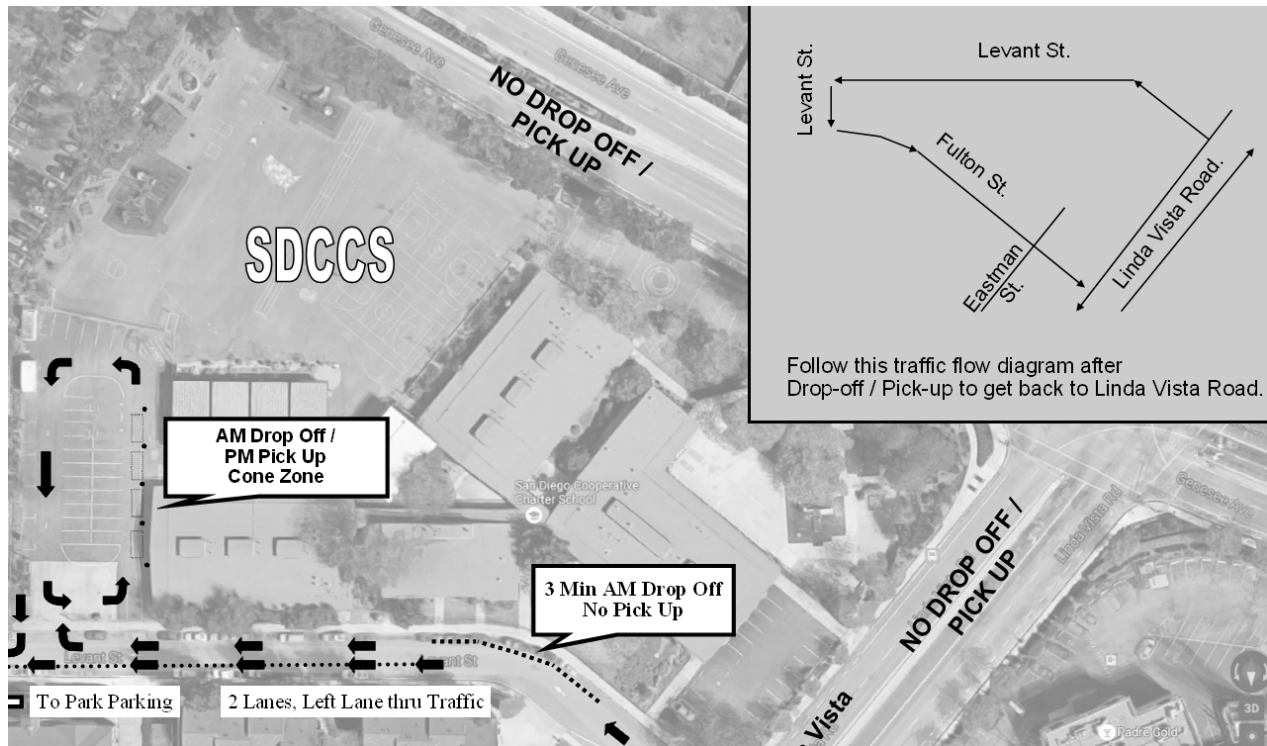
Afternoon Pick-up Zone: At 3:15 pm on regular school days and at 12:45 on Thursdays children may be picked up in the pick-up zone. Remember, kindergarten students and primary students must be with an older sibling or carpool friend. Children who are not picked up by 3:45 will be escorted to the Extended Day Program and families will be charged the drop-in rate for services.

Student Rules for the Cone Zone:

- Stay in the area of the pick-up zone until your car is called.
- No running or horseplay is permitted in the pick-up zone.
- When your car is called proceed as directed by the Cone Zone staff.

Driver Rules for the Cone Zone:

- Pull as far forward in the cone zone as possible. If your child is not in the cone zone, please circulate around the lot and allow another car to load. You may be cited if you load/unload from the middle of Levant St.
- Speeding and erratic driving in the pick-up zone will result in drivers being banned from using drive-through pick-up/drop-off. If this occurs, parents/guardians will need to make other arrangements for dropping off and picking up their children such as parking off campus and walking to the school.
- Please be patient and courteous. We are all doing our very best to load the children in to the cars safely and quickly. SAFETY is our top priority.
- Please do not be distracted by cell phone calls when entering the pick-up zone. It is a very busy area and it requires your full and complete attention.
- Follow all of the directions of the staff members working in the cone zone.



Extended Field Trips

Certain grades (historically, Grades 5 — 8) participate in Extended Field Trips (EFT), involving one or more nights away from the school. These trips are designed to integrate with grade-level curriculum and provide valuable growth experiences outside of the confines of the classroom. In order to optimize administration of these trips, the following timeline is to be followed by Teachers and Parents for field trip planning (for certain trips happening earlier in school year, dates may be pushed back):

- **July/August** — Teachers make plans for trip — contact vendors, set dates, submit budget to PSA Treasurer, complete vetting process on all vendors.
- **By End of August** — Teachers' plans must be finalized, preliminary information should be ready to share with parents.
- **By September 30** — RSVP Forms due
- **By November 30** — Chaperone Commitments needed
- **45 Days Prior to Departure** — Appeals for denial of trip privileges for disciplinary reasons must have been made
- **30-Days Prior to Departure** — Parents must have completed all necessary paperwork
- **10 Days Prior to Departure** — Lead Teacher meets with Principal, turns in attendance rosters & chaperone lists, contact sheet with phone numbers, lesson plans/sub schedule for non-participants
- **June (post trips)** — Circulate survey to get feedback from parents and students.

Parents should be aware of the following Extended Field Trip Policies:

- Students may, as a possible disciplinary consequence and at the full discretion of The CoOp Schools staff, be excluded from participating in Extended Field Trips.
- All participating students must have submitted all necessary paperwork, no later than 30 days prior to the trip.
- All Field Trip Chaperones must comply with school chaperone policies, a copy of which will be provided for them prior to trip departure.

Field Trip Safety

The safety of our children is our primary responsibility as parents and educators. Never are we more conscious of the safety of our students than when we are away from the campus. We expect all parents to adhere to the following field trip safety policy.

PLEASE NOTE: Your child will not be able to participate in field trips without signed Permission and Emergency Information Sheets.

We will always have an appropriate number of chaperones accompanying each group of students. The adult: child ratio

will vary depending on the age of the children.

The teacher is always in charge. If at any time you feel a child is unruly or compromising the safety of the group, notify the teacher immediately. If you are driving with a child that is causing a disturbance, return to the school immediately and place that child in the care of the Principal. Please do not attempt to discipline children in any way.

Driving Safety

In order to be considered as a driver for a field trip, a parent must provide the following documents at the beginning of each school year:

- A current Driver's License
- Current Proof of Insurance, which must indicate coverage meeting or exceeding The CoOp Schools requirements
- Current Vehicle registration for the vehicle used to transport students
- A completed Driver's history questionnaire

All children must be transported in age and weight appropriate restraints in the back seat. No child, regardless of age, may be transported in the front seat of the car or in a lap belt.

Drivers will be assigned a "partner car" with whom they will caravan for the duration of the field trip. Drivers may not stop while transporting children for any reason other than an emergency. If an emergency should occur, please proceed to the nearest safe destination and call for help. Do not stop at the side of the freeway or at the scene of an accident.

Parents may not under any circumstances use a cellular phone while transporting students. If you find it necessary to make a call, proceed to the nearest safe destination, stop your vehicle and make the call.

All cars transporting children will contain the following:

- Emergency information for each child in vehicle
- Directions and map to destination
- Teacher's cellular phone number
- School phone number

Special Event Parking

During schoolwide special events, we make every effort to open the playground area for parking. When the playground area is open for parking the following guidelines must be followed:

- Follow the directions of staff members to your parking location.
- Absolutely no children on the playground unless they are under the direct supervision of their parent or guardian travelling to/from their vehicle. Do not permit your children to play on the playground equipment even if they are under your supervision.
- Drive VERY SLOWLY—remember, there are pedestrians and play equipment in the area.

Daily Parking

The CoOp Schools has two parking lots—one in the front of the school and one in the back. In both lots there are handicap spaces and some reserved spaces. Do not park in handicap spaces unless your vehicle is displaying appropriate plates or placard. Additionally, under no circumstances should you park in the spaces labeled "Reserved" The CoOp Schools Thank You". These spaces are reserved 24/7/365 for the people who paid top dollar in our school fundraising events to have these reserved spaces. The spaces are premium auction items that The CoOp Schools families value highly. Please do not undermine our fundraising efforts by using these spaces and decreasing their auction value.

There is parking along Levant Street; however, it is important for drivers to pay attention to the curbside signs. There is a bus loading zone along Levant Street that is an active zone. The bus route is not a part of The CoOp Schools, but is a part of the route used by San Diego City Schools. In the past, parents have been ticketed for parking in these areas. Additionally, parking in the lot adjacent to our school that is part of a San Diego County building may result in your vehicle being towed.

Parent Staff Association (PSA) Executive Committee

Linda Vista Campus

President	Heidi Abelman	psapresident@sdccs.org
Vice-President/PSA Board Liaison	Julie Blair	psavicepresident@sdccs.org
Treasurer	Rikki Buval	psatreasurer@sdccs.org
Secretary	Kelly Hallett	psasecretary@sdccs.org
Fundraising Coordinator	Peggy Binns	psafundraising@sdccs.org
Volunteer Coordinator	Ana Corona	psavolunteer@sdccs.org
Team Rep Coordinator	Melodi Gomez	psateamrep@sdccs.org
Spirit Coordinator	Tracie Beck	psaspirit@sdccs.org
Staff Liaison	Dan Reding	dan@@sdccs.org
Staff Liaison	Beth Temple	beth@sdccs.org

Want to volunteer and get more involved in our community, but don't know where to start?

Talk to your child(ren)'s teacher about class job(s). Working in the classroom is a great way to start getting involved in the school.

- o If you are going to volunteer in the classroom, you will need a Tuberculosis Test. For TB Clinic Services Information Visit the County's Health and Human Services Agency website at http://www.sdcounty.ca.gov/hhsa/programs/phs/tuberculosis_control_program/clinic_services.html
- o Fieldtrip Chaperone (day & overnight trips) and fieldtrip Drivers. To drive on a field trip you will need to submit a Fieldtrip driving form (See the office or website for more information), as well as a copy of current driver's license and car registrations.
- Work in The CoOp Schools Gardens. While you cultivate, learn about the management of organic gardening, how the plants and wild life work together. Contact Amy Zink alzycat@gmail.com for more details and questions.
- Volunteer with The CoOp Schools Extended Day Program. Contact the EDP Director, edp@sdccs.org
- Attend the PSA meetings and charter school board meetings. PSA meetings are the first Wednesday of every month, alternating times of 3:30pm and 5:30pm. Board meetings are the third Tuesday at 5:30pm. Please review the school calendar on the website for more information on the time/date and location of these meetings.
- Attend school wide events such as Project Nights, PE Night, Art Night, off campus Spirit Nights, Ballroom Dance showcases, the Pride Parade, and Movie Nights.

Shop for school supplies, baking or cooking for school events, and caring for class pets over weekends and holiday breaks.

- Attend back to school nights, classroom meetings, parent/teacher conferences, and mandatory orientation.
- If you need assistance, contact the PSA Volunteer Coordinators:
Email the volunteer coordinators at volunteer@sdccs.org, they will assist you with finding a volunteer job of interest, connecting you to event and program coordinators, and finding volunteer opportunities during evenings and weekends, inside and outside of campus. They can also assist families with registering email accounts and password keys to log volunteer hours online. (You can also contact Ramon Aguirre, Information Technology Director, at TECH@sdccs.org for technical support.)

Volunteer Guidelines:

- We encourage participation in our school by parents/guardians, other family members, and sponsors (a volunteer must complete screening and orientation process)
- Volunteers must be at least 18 years of age.
- Volunteer activity must be The CoOp Schools sponsored and supervised by The CoOp Schools employees.
- Cash profit is not made by any volunteering party
- Cash donations may not substitute volunteer hours
- We strongly encourage everyone to log their volunteer hours
Volunteering is what the CoOp schools are all about. We use our volunteer logs to document the hours of service our school community provided by people other than our employees. Our volunteer service is one of the ways we document engagement with our school and seek out other partners in the community seeking similar levels of community engagement. Please log your hours so we can share our success story with others.

Fundraising Philosophy and Policies

The CoOp Schools are free, public educational institutions. We have limited dollars to spend on enrichment activities that we believe enhance our student's education. Therefore, our PSA and Board organize various fundraising activities throughout the year to provide funds for field trips, special classes such as art and dance, as well as funds for school assemblies. We invite and encourage participation from family and friends of The CoOp Schools to participate in the wide range of fundraising activities that occur throughout the year.

Student Fundraising Sales

The CoOp Schools do not support fundraising activities that require children to sell items such as gift wrap, cookie dough, candy, or coupons. We believe children can and should participate PSA-sponsored events that further our educational mission and provide donations to our school. All students participate in the event, but are not required to provide sponsors or donations.

Annual Fundraising (For the latest information visit the calendar on the school website).

- Gala: Opportunity for adults to socialize and enjoy an evening of live & silent auctions, while benefiting the school.
- Garden Day: Dates and times will be emailed throughout the year. Opportunity to take gardening classes from The CoOp Schools garden experts. Fun day for the whole family on campus.
- Rummage Sale: This sale is a great opportunity for our school to benefit from all of your unused "stuff." As a bonus, it is also a terrific way to promote the positive message of REDUCE, REUSE, RECYCLE.
- Art Night: Enjoy an evening of art, music and food, while celebrating the student's artistic talents.

Online Fundraising

- Amazon.com link on our website
Every time you make a purchase on www.amazon.com, just start your online shopping adventure by clicking through the link on our website. The CoOp Schools will earn a percentage from your purchase. Spread the word to your families and friends.
- eBay Giving Works
When you sell an item on eBay you can make a donation to The CoOp Schools. To find out how please visit <http://www.missionfish.org/ForSellers/forsellers.jsp> Enter our school initials "SDCCS" when searching for a nonprofit organization. You determine the percentage of the sale you would like donated to The CoOp Schools, you and the school benefit from the sale of your eBay items.
- GoodSearch.com
Go to [GoodSearch.com](http://www.GoodSearch.com) and set it as your default Web Search Engine. Identify our school as the designated recipient. Every time you search - we make 1 cent.
- Scrip Orders
Scrip = "substitute money" or prepaid gift cards. Earn money for The CoOp Schools without costing you anything extra. Just spend your regular budget, but pay with scrip! Scrip can be used for just about any household purchase, including: food, clothing, entertainment, gasoline and dining out. Plus many cards are instantly refillable online.
www.shopwithscrip.com The CoOp Schools access code is: FF6C1F9D1L585

Passive Fundraising Programs

This is absolutely the simplest way to enhance your child's experience at The CoOp Schools at no cost to you or your friends. Once you've signed up for most of these programs, the rest is automatic. The money we receive from these passive fundraisers can make all the difference in the number and quality of educational enrichment activities your child will enjoy. Please remember to check the fundraising page on our website regularly, as we update often.

We encourage you to invite extended family and friends to join you in these programs. All can be reached through the school's website at: www.thecoopschools.org

If you have any questions about the passive fundraising program.

Please contact the Fundraiser Coordinator(s) for your campus.

The Following is a list of organizations that offer passive fundraising programs:

Note: Please verify and update your information annually.

- Albertsons Stores

Please register your Albertsons Preferred savings card at <http://www.albertsons.com>. The CoOp Schools can earn up to 4% of your purchases. Please spread the word, the more shoppers we register the better! Our School ID # 49000125663.

- Box Tops for Education

Box Tops for Education offers three easy ways for you to earn cash for our school through everyday activities like buying groceries, shopping on-line and making purchases with a credit card. Please register at: <http://www.boxtops4education.com/Marketplace/Default.aspx>

- Clip box tops from hundreds of your favorite General Mills products. Each Box Top is worth 10 cents to The CoOp Schools. The collection box is in the office.
- Start every online shopping trip at the Box Tops Marketplace and we earn up to 10% of each qualifying purchase.
- Use this low APR, no annual fee Box Tops Visa cards over 20 million locations worldwide. A full 1% of each purchase goes back to The CoOp Schools.

- E-Scrip

Please register at: www.escrip.com and enter our school name or number to sign up. Our school ID number is #148948648. Enter your Von's card and/or credit cards. The information is totally secure, and the school earns money each time you make purchases.

- Office Depot

Office Depot and www.officedepot.com will donate 5% of your purchase to The CoOp Schools; you need to give the cashier the school's name and our ID #, which is 70124389.

- Ralph's Club card

Please register your Ralph's club card (and those of your friends). Sign up at <https://www.ralphs.com/account/create> The CoOp Schools NPO # is 80503. Ralph's will donate up to 5% of your purchases to The CoOp Schools.

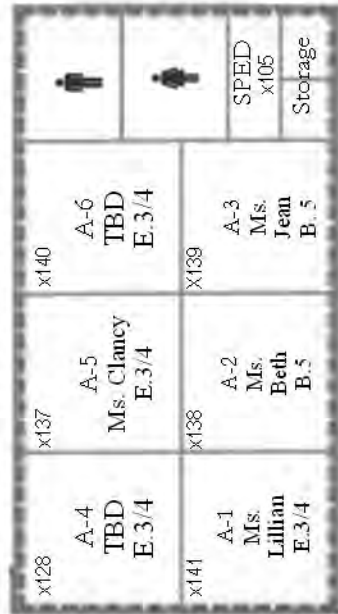
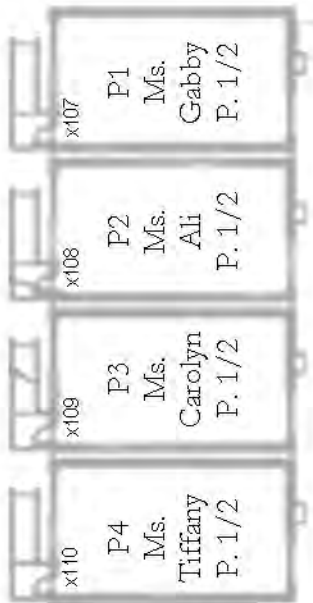
- Target

Target offers a way to donate through their Target credit card or Target Visa card. Every time you use your Target Visa or Target Guest Card® at a Target store or www.target.com, Target will donate an amount equal to 1% of the purchases made at Target and target.com, and ½% of Target Visa purchase made elsewhere to our school. Our school ID number is 118560. Anyone throughout the country who has one of those credit cards can designate The CoOp Schools to receive this donation.

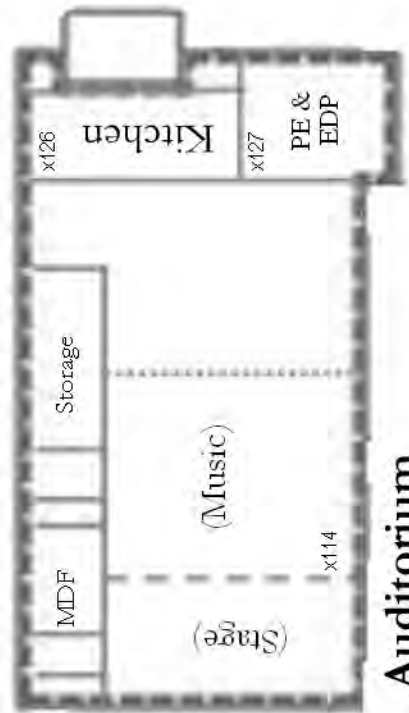
- United Way

Our United Way number is 528139. Ask your co-workers to support The CoOp Schools.

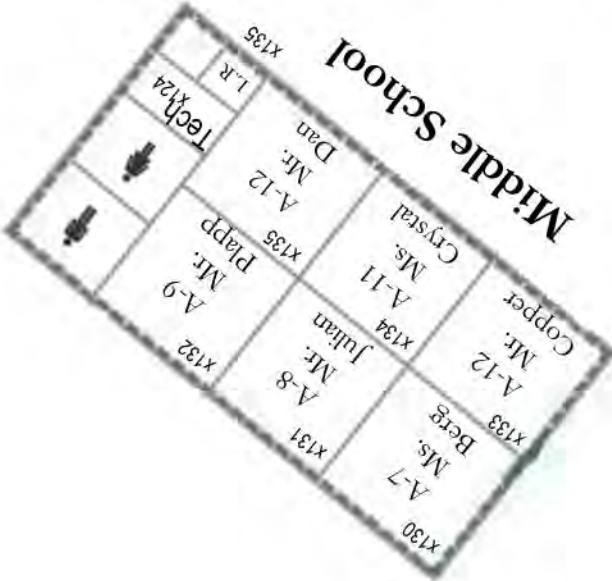
Primary



Elementary Classrooms

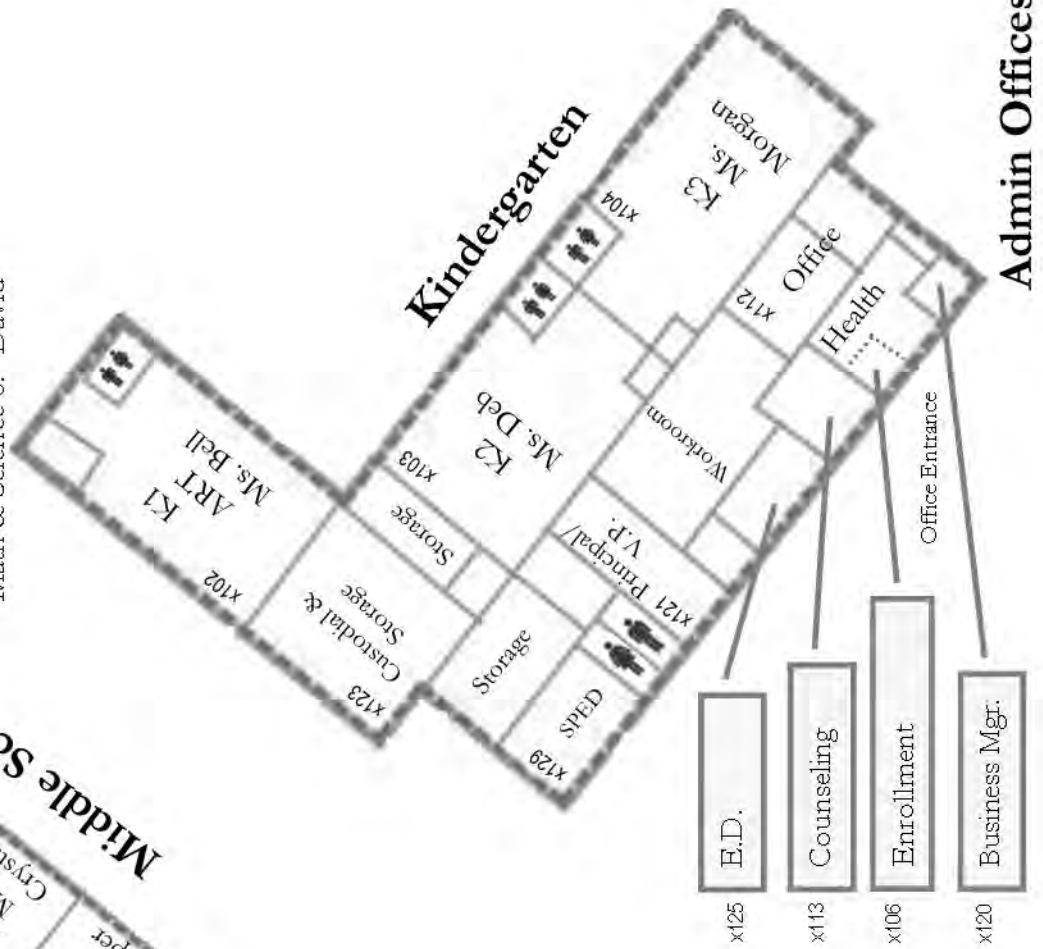


Auditorium



Grades

Kinder Ms. Morgan, Ms. Deb
 Primary 1/2: Gabby, Ali, Carolyn, Tiffany
 Elementary 3/4: TBD, Clancy, TBD, Lillian
 Bridging 5: Beth, Jean
 Junior High 6,7,8: Ellen, Dan, Jeff,
 David, Julian, Crystal
 Humanities 6,7,8: Ellen, Julian, Jeff
 Math & Science 6: Crystal
 Math & Science 7: Dan
 Math & Science 8: David



PLEASE NOTE: Map not drawn to scale in order to show more detail

What is our schedule?

We follow a slightly modified version of San Diego Unified School Districts' traditional calendar; a copy is included at the back of this handbook. Make sure to check our online calendar at <http://thecoopschools.org/domain/123>

How should my child be dressed?

Children should be dressed comfortably and age appropriately. Shoes should enable full participation in physical education and movement activities no high shoes, or wheelies. Children should wear clothing that will encourage participation in art and other "messy" endeavors. Valuable jewelry and other accessories should not come to school.

What can I expect from the curriculum?

The content of our curriculum follows California Curriculum Frameworks and is aligned with California Content Standards and Common Core National Standards. The Frameworks and Standards may be viewed on the State Board of Education's website at <http://www.cde.ca.gov/be/st/> Common Core National Standards available at www.corestandards.org

What can my child expect from his/her day at The CoOp Schools?

Before-school care opens at 6:30 a.m. for the children who have been registered. The school day begins at 8:30 a.m. for all grades. Each classroom will post a schedule of the typical routine for that class. Recess and lunch times are staggered to enable thorough supervision. Lunches should be nutritious, with limited sweets and no sodas. Each class will set a policy regarding snacking.

School concludes at 3:00 p.m. Students who are not picked up by 3:30 p.m. will be escorted to the Extended Day program and parents will be charged at the drop-in rate. The Extended Day program continues until 6:00 p.m.

We have a minimum day ending at 12:30 p.m. on Thursday of each week. Children who are not picked up by 1:00 p.m. will be escorted to the Extended Day program and parents will be charged at the drop-in rate.

How is my child evaluated?

At the end of each semester, parents will receive a written report of their child's progress in each subject area. In addition to semester progress reports, middle school students will receive progress reports at the mid-semester point and final semester grades in January and June. Teachers hold goal setting conferences in October. We use a developmental report card for all grades K-5 and a letter grade report for middle school grades 6-8.

- All Students will participate in a student led conference to present their learning.
- Students in grade 5 will do a mini-presentation to their teacher and parents.
- Students in grade 8 will present their portfolios to a panel of teachers, parents, administrators, and community members.

Will my child have homework?

The CoOp Schools are a child-centered school that values the time that families spend together. We firmly believe that children are more successful in school when they have a balance in their lives between school work, play and time spent with family and friends. Toward that end the staff of The CoOp Schools follow the homework guidelines of the National Education Association, which is no more than 10 minutes of homework per grade level per night.

Each teacher will set homework policy for his or her class that adheres to these guidelines. Homework when assigned will be a meaningful continuation of class work. If you have concerns about the amount of homework that your child is assigned, speak directly to the classroom teacher.

What information do I need to give the office if I move?

If you changed your address, you need to bring a proof of residence that shows your new address to the main office. Acceptable documents include: recent utility bill, water bill or cable bill; recent rental agreement or mortgage documents; property tax payment receipts; military housing orders.

What do I do if we moved/changed our phone number(s)?

If you changed your home/work/cell number, contact the front office. It is very important to have working phone numbers in case of an emergency.

What if my child is absent from school?

Call the school office at (858) 496-1613, report an absence online, or send a written note within 3 school days. For absences longer than 3 days a contract for independent study may be an option, if it is approved by the principal or designee. Review the attendance section of this handbook for additional information and also refer to the Attendance policy posted on our website at www.thecoopschools.org

Should I send my child to school if she/he is ill?

Your child's health should be assessed before leaving for school. Children whose schoolwork would be impeded by a cold or other illness should stay home. Parents should have a plan in place for caring for a sick child. The school must be called if the child will not be attending. In addition, you need to notify the school if you suspect that your child has an infectious disease. These include (but are not limited to) conjunctivitis (pink-eye), fifth disease, impetigo, chicken pox, strep throat, scarlet fever, and bacterial diarrhea. Children with suspected or confirmed infectious diseases should not be sent to school for the health and safety of all members of the school community.

If your child becomes ill or is injured at school, we will call you to pick up your child. Please be sure that the information on the emergency contact form is always up to date.

How do I enroll my child in The CoOp Schools?

All students, new and returning, must submit an application for each school year. Priority applications are accepted from October 1st until January 31st

New applicants are selected from a lottery composed of all applications received prior to the priority enrollment deadline. Applications received after the priority enrollment period are added to the wait list in the order received.

What to do if...**You have a question about what your child is learning:**

Your classroom teacher is always eager to discuss the progress of your student. He or she can also supply you with information about what is planned for your student. It usually works best to set up a time to talk-in person or by phone, and to give the teacher specifics regarding your questions. This enables the teacher to be prepared with the information you need.

You want to volunteer at school:

Each volunteer activity should have a team leader or coordinator to help direct you and to help with problems that come up. If speaking with that person does not work, contact the PSA president. If you need help finding volunteer opportunities, contact the volunteer coordinator(s).

You are concerned about something that happened at school:

As we are teaching the children, communication is the first step towards cooperation. Your classroom teacher is likely to be able to give you the most satisfaction with your concerns.

These steps should be followed:

1. Set up a time to talk. This is a critical first step. Often parents are anxious to have an issue addressed immediately. Please remember each teacher is responsible for all of the students and is not available for private conferences during instructional time. When you are setting up the meeting time, briefly let the teacher know your concern.
2. At the meeting, first state your concern, and then listen to the teacher's response. If appropriate, devise a written plan to address the problem, and schedule a further meeting to assess progress.
3. If necessary, contact the principal for further assistance.

You need information about a school event or schedule:

Check the school website. If the information you are looking for is not listed, call the school office at (858) 496-1613. Most events are also noted on the school calendar available online at www.thecoopschools.org

San Diego Cooperative Charter School Extended Day Program (EDP)

Parent Handbook Information

NOTE: These are some of the key EDP policies and procedures. By signing up for EDP, you agree that you and your child(ren) will comply with all of EDP's Policies and Procedures. The complete Policies and Procedures document is available on request from the EDP Director.

If you have any questions regarding this section or the Extended Day Program (EDP) in general, please contact the EDP Director at (619) 549-5496 or edp@sdccs.org.

Hours: The program is open from 6:30-8:00 a.m. Monday through Friday before school; from 3:00-6:00 p.m. on Monday, Tuesday, Wednesday and Friday; and from 12:30-6:00 p.m. on Thursday after school.

Days: The program is open all school days and closed on school holidays, vacation periods, and Staff Development days.

Enrollment is open to all students grades K-8 attending San Diego Cooperative Charter School, without regard to race, sex, national origin, religion, physical handicap or disability, on a space-available basis. **Enrollment forms must be completed prior to a child's first day in the program.**

EDP's Mission Statement

To offer a quality before- and after-school childcare program that is based on the same cooperative philosophy employed by The CoOp Schools which provides a safe, supportive environment and encourages parent participation.

Signing Children In and Out of the Program

- **Before school:** A staff member must be notified that your student is being signed in so that they can be clocked into the Timedock system simultaneously by staff.
- **After school:** At the end of the school day, children will be signed into EDP by an EDP staff member. At 3:15 (12:45 on Thursday) all students remaining on campus without adult supervision will be also signed into EDP by an EDP staff member. EDP will begin charging all signed in student accounts as of 3:00 pm (12:30 on Thursdays).
- Attendance will be monitored; however staff cannot be responsible for children who either do not attend or who leave the grounds without permission. In such circumstances, emergency procedures may be employed (emergency numbers, school police). If a child will be staying after school with his/her teacher, the child or teacher must notify program staff and we are not liable for the child at that time.
- **Once a child is signed out, they cannot return to EDP.** As the number of students decrease in the program, we send staff home to keep ratio and not cost the school more money. Therefore a child cannot return after being signed out.
- **Authorized persons must sign children out. There are NO EXCEPTIONS.** A child will not be released to anyone other than individuals authorized in the contact information or the enrolling parent(s)/guardian unless there is written authorization on file. Parents must advise the staff in advance, in writing, if a person not listed on the emergency list is to pick up the child. Identification is required.
- An authorized adult must both sign their name and note the time on the sign out sheet. An EDP staff member must also be notified that the student is leaving so that they can be clocked out of the Timedock system simultaneously.
- A child will not be released to any incapacitated person (under the influence of alcohol or drugs). In this case emergency contacts will be called to pick up the child(ren).
- If a child is picked up after contracted hours, a late-pick-up fee will apply (see fees). If a child has not been picked up 15 minutes after closing time, emergency contacts will be called to pick up the child after attempting to contact the enrolling parent(s)/guardian.
- In the event that the child cannot be picked up by an emergency contact and no parental contact has been made by 6:30pm the police department will be notified. If any student is on campus after 7:00 pm the police department will gain custody of the student and therefore become responsible for getting them home.
- If a child is picked up late consistently, we reserve the right to no longer provide childcare services for your student.

Student to Staff Ratios

The program maintains an approximate ratio of one staff for every 15 children. We are a license exempt facility; however we do follow California Department of Education and Title 22 regulations. We do participate in inclusion and will make every reasonable accommodation for children of all abilities. One to one care cannot be provided. Children who cannot function in a group setting and/or require intensive supervision are referred to other services.

EDP Fee	\$6.00/hour or \$1.50/every quarter hour
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- We will charge to the nearest quarter hour

Payments

- EDP charges \$1.50 every 15 minutes that a child is signed in to the program.
- Monthly billing statements will be sent to the enrolling parent by the 5th of every month for the previous month's service. The enrolling parent will be responsible for all fees due if other funding sources who have agreed to pay for the child care fail to pay (employer, CDA, County, etc.)
- Fees are due by the 15th of the month after care was provided.
- Details of the billing breakdown can be requested from the EDP Director.
- Payments should be delivered to The CoOp Schools Director of Business Operations' mailbox in the main school office or mailed directly to the school office, please include "Attn: Director of Business Operations, re: EDP." **The program strongly suggests that parents do not request their child bring payments to the office.** EDP Staff will NOT accept payments.
- Parents are responsible to contact The CoOp Schools Director of Business Operations, in writing, to acquire receipts for their personal taxes, if needed. The program uses the school's tax number, which is 33-0931009.

Additional Charges

- A fee of \$1.00 per child will be charged for every minute a child is picked up after closing time, 6:00 pm. For example, if a child is picked up at 6:20, a \$20.00 fee will be assessed. If they are picked up at 6:25, a \$25.00 fee will be assessed. Late pickup fees will be billed separately. Failure to pay the fees may result in termination of services.
- There may be small additional charges for special field trips or activities. In these cases, the staff will notify you in advance. If you do not wish for your child to participate in these activities, alternate arrangements will be made for them.

Delinquent Fees

- A delinquent fee notice including a \$15 late fee may be issued if payment is not received by the 15th of the month, or if the bank returns a check.
- The parent must respond within one week of the date of the notice by either making the payment in full, or submitting a reasonable plan for payment. See Director of Business Operations for more information.
- If payment is delinquent by more than 60 days, your child may be excluded from the EDP program until a reasonable plan for payment is made.

Items Not Allowed at EDP

- Program staff cannot be responsible for lost articles.
- **Cell phones are not allowed at EDP.** If you need to talk to your child, please call the EDP Director at 619.549.5496.
- Toy weapons and wheelies are not allowed.
- Handheld game systems, music players, and other expensive toys are **Not Permitted.** (Examples: PSP, Game Boys, DS, and iPods).
- Trading of any belongings or toys, including cards, is not permitted.

Illness and Medication

- If a child becomes ill at the program and cannot participate in the normal routine, the parent or emergency contact may be phoned, at staff discretion, and asked to pick up the child within the hour.
- If your child requires medication, please see the EDP Director to make arrangements.

Injury

All EDP staff are required to report any injuries. If your child has been injured, a report will be made which you will be required to sign when picking up your child. If your child has had an accident away from the program that resulted in an injury, please advise the program.

Registration

One designated Parent/Legal guardian must sign the enrollment agreement as the "enrolling parent." This parent is the only person authorized to make changes to the contract or other enrollment forms, and is responsible for payment of fees.

Program Overview

The CoOp Schools EDP high quality, well-supervised program offers a balance of activities designed to develop self-esteem and provide a creative educational and recreational experience for children. Involvement of parents is highly encouraged.

Homework

Monday through Thursday, middle school students are scheduled for 1 hour of homework time. The purpose of homework time is to give a structured setting to work on assignments, not to replace the individual attention that parents can provide.

Snack

One snack will be provided each day for your child. If your child has any dietary restrictions, be sure to indicate them on the emergency sheet in the enrollment packet and inform the EDP Director and/or Assistant Director. While we will make every attempt to provide for any dietary restrictions, we cannot be responsible to accommodate them. Parents are responsible for providing lunches for their children on half days. It is not the program's responsibility to ensure that your child finishes their meal.

Clothing and Outdoor Supplies

- Children will participate in a variety of activities, some of which may soil clothing. A change of clothing is encouraged for those children who may need it. Please send clothing appropriate to the season and the outdoors as we spend a significant amount of time outdoors all year, especially jackets or sweaters in the colder weather.
- Sending bottled water and sunscreen with your child(ren) is a good idea in the warmer months.

Rules and Consequences

- Specific rules that children are to follow are available upon request.
- Our program employs the "time-out" or redirection method, after which the child is free to rejoin the group's activities. If a child is not responsive to our redirection methods after several attempts, or is in danger of causing harm to other students, staff members, or themselves, the parent will be called to remove the child. If the child is not removed within one hour of receiving notification from the site, the parent will be charged \$1.00 per minute.
 - ❖ After three indiscretions that result in removal from EDP, the child will not be able to attend the EDP program, for the balance of the school year.
 - ❖ Students who are suspended from school are also suspended from EDP.
 - ❖ EDP cannot provide a one-to-one supervision, if parents would like to provide tutoring or an aide, it can be arranged with the EDP Director and must be paid for by the parent.

Parent Volunteering

If you are interested in helping out, please contact a staff member for further information.

End of EDP Section

Mountain View Addendum

CAMPUS BASED POLICIES AND PROCEDURES

A Multiage School

Multiage classrooms are formed by intentionally grouping students of a specified age range together for classroom instruction. Students remain with their teacher for a period of two-three years. A multiage classroom contains a balanced ratio of all learners—that is: all ages, all levels, abilities, and learning modalities. The intention of the multiage classroom is to allow children of various ages and abilities to interact with one another in the social learning process, and for students to progress at their own individual rate rather than solely according to specified objectives for a particular grade level.

There are many benefits of organizing classroom in a multiage format. Students remain with a teacher for an extended period of time, reducing the number of student-teacher transitions, allowing for continuity of expectations and instruction, and a powerful long-term relationship between, student, teacher and family. Multiage classrooms build strong community and familial ties, holding the whole child at its center. There is an increased sense of stability for students as a result of consistent classroom routines. Multiage classes do not have the necessity to begin anew each year, given that at least half of the class has already experienced routines, structures, and teacher/student expectations. In multiage classes children accept natural differences of children in age and achievement. There are opportunities for all students to possess different roles in the educational process. Students of different ages have the opportunity to work together in a number of academic and social capacities throughout the day and the year.

Drop-off and Pick-up Procedures

Some SDCCS Mountain View students are driven to and from school via private car. If your child will be using any other form of transportation (bus, taxi, etc.) to and from school, please send a note to the main office so that we may add your child to the alternate transportation list. Students must always be under the immediate supervision of an adult when on campus before or after school hours. Children on campus without designated adult supervision will be escorted to the Extended Day Program and parents will be charged drop-in rates for services. Please drive and walk your children into their respective campus. Administrators will be assigned positions at the main gate on both campuses during drop off and pick up.

**The following is subject to change upon observing the participation rates and trends concerning the dual campus locations. A map of both campus access gates are included in this addendum.

Early Morning Drop-Off (EDP) at North (Bandini): All students who arrive at school between 6:30 a.m. and 8 a.m. must be enrolled in the Extended Day program. All students must be dropped off and signed in at the North (Bandini) campus office with the EDP representative. Those students in EMA and Bridging that were dropped off early at Bandini will be escorted by two staff members to the South (Emerson) campus between 7:45 and 8:00am daily. District provided breakfast will be served at 8:10am.

Early Morning Drop-off at South (Emerson): Students in Elementary (3/4) and Bridging+ (5/6/7) Multiage classes can be dropped off with EDP staff at the South (Emerson) campus with EDP between 7:45 – 8:15am. The SDCCS gate is on 36th and Boston Ave. District provided breakfast will be served at 8:10am. Students arriving after 8:15 should go directly to their classroom.

Regular Morning Drop-Off at North (Bandini): Kindergarten and Primary Multiage students need to be walked to class and signed in by either a parent or guardian. Teachers will be prepared to have students in their class around 8:10/ 8:15 a.m.

Friday Drop-Off: Unless notified otherwise, on Fridays ALL STUDENTS can be dropped off on the North (Bandini) campus. EMA and Bridging students will meet their teachers on the black top at 8:15 and proceed to the auditorium. Friday Whole School Sing is at 8:45 – 9:15 in the Bandini auditorium. All parents and siblings are welcome to attend. On most Friday's students will participate in cross age "Family Groups" on the (North) Bandini campus. EMA and Bridging students will be carefully walked to South campus after "Families".

Afternoon Pick-up at North (Bandini): At 3:00 pm on regular school days and at 12:30 on Thursdays, parents are welcome to come on campus to pick up their children. Main gates will open 10-15 before dismissal. All Kindergarten and

Primary Multiage students must be picked up at their classroom by a parent/guardian. Parent/guardians may authorize a family member or another trusted person to pick up their student by adding the adult to student's authorized pickup list housed in the office.

Afternoon Pick-up at South (Emerson): At 3:00 pm on regular school days and at 12:30 on Thursdays, families are welcome to come on campus to pick up their children. Parents with students at both campuses will be allowed to dismiss their older student early in order to pick up each of their children by 3:00.

Afternoon EDP / Drop in: If your child is enrolled in Extended Day Program, a staff member will pick them up from class within 15 minutes of school ending. At 3:30 pm on regular school days and at 1:00 on Thursdays children that have not been picked up will be dropped into EDP at the regular drop-in rate charged to parents.

Daily Parking

SDCCS Mt View does not have any parking lots for parent use. Parents are asked to park along surface streets paying close attention to signs, cross walks and other pedestrians. Do not double park or leave your vehicle running unattended. Please be kind and respectful of our neighbors and their driveways. Please walk with your children and teach them how to safely approach school. Do not EVER park in the fire lane blocking the double gates on either campus or in front of the fire hydrants along 36th St. Your car will be cited and towed.



Field Trip Safety

The safety of our children is our primary responsibility as parents and educators. Never are we more conscious of the safety of our students than when we are away from the campus. We expect all parents to adhere to the following field trip safety policy.

PLEASE NOTE: Your child will not be able to participate in field trips without signed Permission and Emergency Information Sheets.

We will always have an appropriate number of chaperones accompanying each group of students. The adult: child ratio will vary depending on the age of the children.

The teacher is always in charge. If at any time you feel a child is unruly or compromising the safety of the group, notify the teacher immediately. If you are driving with a child that is causing a disturbance, return to the school immediately and place that child in the care of the Principal. Please do not attempt to discipline children in any way. Teacher reserves the right to limit a child's access to a field trip if the health and safety of the child or other comes into question.

Driving Safety

In order to be considered as a driver for a field trip, a parent must provide the following documents at the beginning of each school year:

- A current Driver's License
- Current Proof of Insurance, which must indicate coverage meeting or exceeding SDCCS requirements
- Current Vehicle registration for the vehicle used to transport students
- A completed Driver's history questionnaire

All children must be transported in age and weight appropriate restraints in the back seat. No child, regardless of age, may be transported in the front seat of the car or in a lap belt.

Drivers may not stop while transporting children for any reason other than an emergency. If an emergency should occur, please proceed to the nearest safe destination and call for help. Do not stop at the side of the freeway or at the scene of an accident.

Parents may not under any circumstances use a cellular phone while transporting students. If you find it necessary to make a call, proceed to the nearest safe destination, stop your vehicle and make the call.

All cars transporting children will contain the following:

- Emergency information for each child in vehicle
- Directions and map to destination
- Teacher's cellular phone number
- School phone number

Special Event Parking

During school wide special events, we make every effort to open the playground area for parking. When the playground area is open for parking the following guidelines must be followed:

- Follow the directions of staff members to your parking location.
- Absolutely no children on the playground unless they are under the direct supervision of their parent or guardian travelling to/from their vehicle. Do not permit your children to play on the playground equipment even if they are under your supervision.
- Drive VERY SLOWLY—remember, there are pedestrians and play equipment in the area.

How is my child evaluated?

Parents are encouraged to have an ongoing dialogue with their child's teacher about their development. Teachers hold Goal-Setting conferences in October. We use a developmental approach in all of our conversations about evaluation.

- All Students will participate in a student led conference to present their learning.
- Students will participate in formative assessments decided by their teacher.
- Teachers collect work samples as evidence of development of growth over time.
- All Students in EMA / Bridging will participate in CA State Testing in the Spring.
- Our school uses the NWEA MAPS testing for student EMA and higher to measure individual student development.
- Students in PMA and up utilize project rubrics and self assessments
- Students in exiting middle school will present portfolios to a panel of teachers, parents, administrators, and community members.

Will my child have homework?

SDCCS is a child-centered school that values the time that families spend together. We firmly believe that children are more successful in school when they have a balance in their lives between school work, play and time spent with family and friends.

Each teacher will set homework policy for their class that adheres to the school philosophy and pedagogy. When assigned, homework will be a meaningful continuation of class explorations and be designed to provoke family engagement. If you have concerns about the amount of homework that your child is assigned, speak directly to the classroom teacher.

San Diego Cooperative Charter School

Extended Day Program (EDP) Mt. View

Parent Handbook Information

NOTE: These are some of the key EDP policies and procedures. By signing up for EDP, you agree that you and your child(ren) will comply with all of EDP's Policies and Procedures. The complete Policies and Procedures document is available on request from the EDP Director.

If you have any questions regarding this section or the Extended Day Program (EDP) in general, please contact the EDP Director Eboni Wyatt at (619) 840-6820 or eboni@sdccs.org.

Hours: The program is open from 6:30-8:00 a.m. Monday through Friday before school; from 3:00-6:00 p.m. on Monday, Tuesday, Wednesday and Friday; and from 12:30-6:00 p.m. on Thursday after school.

Days: The program is open all school days and closed on school holidays, vacation periods, and Staff Development days.

Enrollment is open to all students grades K-8 attending San Diego Cooperative Charter School, without regard to race, sex, national origin, religion, physical handicap or disability, on a space-available basis. **Enrollment forms must be completed prior to a child's first day in the program.**

EDP's Mission Statement

To offer a quality before- and after-school childcare program that is based on the same cooperative philosophy employed by SDCCS which provides a safe, supportive environment and encourages parent participation.

Signing Children In and Out of the Program

- **Before school:** A staff member must be notified that your student is being signed in so that they can be clocked into the Timedock system simultaneously by staff.
- **After school:** At the end of the school day, children will be signed into EDP by an EDP staff member. At 3:15 (12:45 on Thursday) all students remaining on campus without adult supervision will be also signed into EDP by an EDP staff member. EDP will begin charging all signed in student accounts as of 3:00 pm (12:30 on Thursdays).
- Attendance will be monitored; however staff cannot be responsible for children who either do not attend or who leave the grounds without permission. In such circumstances, emergency procedures may be employed (emergency numbers, school police). If a child will be staying after school with his/her teacher, the child or teacher must notify program staff and we are not liable for the child at that time.
- **Once a child is signed out, they cannot return to EDP.** As the number of students decrease in the program, we send staff home to keep ratio and not cost the school more money. Therefore a child cannot return after being signed out.
- **Authorized persons must sign children out. There are NO EXCEPTIONS.** A child will not be released to anyone other than individuals authorized in the contact information or the enrolling parent(s)/guardian unless there is written authorization on file. Parents must advise the staff in advance, in writing, if a person not listed on the emergency list is to pick up the child. Identification is required.
- An authorized adult must both sign their name and note the time on the sign out sheet. An EDP staff member must also be notified that the student is leaving so that they can be clocked out of the Timedock system simultaneously.
- A child will not be released to any incapacitated person (under the influence of alcohol or drugs). In this case emergency contacts will be called to pick up the child(ren).
- If a child is picked up after contracted hours, a late-pick-up fee will apply (see fees). If a child has not been picked up 15 minutes after closing time, emergency contacts will be called to pick up the child after attempting to contact the enrolling parent(s)/guardian.
- In the event that the child cannot be picked up by an emergency contact and no parental contact has been made by 6:30pm the police department will be notified. If any student is on campus after 7:00 pm the police department will gain custody of the student and therefore become responsible for getting them home.
- If a child is picked up late consistently, we reserve the right to no longer provide childcare services for your student.

Student to Staff Ratios

The program maintains an approximate ratio of one staff for every 15 children. We are a license exempt facility; however we do follow California Department of Education and Title 22 regulations. We do participate in inclusion and will make every reasonable accommodation for children of all abilities. One to one care cannot be provided. Children who cannot function in a group setting and/or require intensive supervision are referred to other services.

EDP Fee	\$6.00/hour or \$1.50/every quarter hour
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- We will charge to the nearest quarter hour

Payments

- EDP charges \$1.50 every 15 minutes that a child is signed in to the program.
- Monthly billing statements will be sent to the enrolling parent by the 5th of every month for the previous month's service. The enrolling parent will be responsible for all fees due if other funding sources that have agreed to pay for the childcare fail to pay (employer, CDA, County, etc.)
- Fees are due by the 15th of the month after care was provided.
- Details of the billing breakdown can be requested from the EDP Director.
- Payments should be delivered to the SDCCS Director of Business Operations' mailbox in the main school office or mailed directly to the school office, please include "Attn: Director of Business Operations, re: EDP." **The program strongly suggests that parents do not request their child bring payments to the office.** EDP Staff will NOT accept payments.
- Parents are responsible to contact the SDCCS Director of Business Operations, in writing, to acquire receipts for their personal taxes, if needed. The program uses the school's tax number, which is 33-0931009.

Additional Charges

- A fee of \$1.00 per child will be charged for every minute a child is picked up after closing time, 6:00 pm. For example, if a child is picked up at 6:20, a \$20.00 fee will be assessed. If they are picked up at 6:25, a \$25.00 fee will be assessed. Late pickup fees will be billed separately. Failure to pay the fees may result in termination of services.
- There may be small additional charges for special field trips or activities. In these cases, the staff will notify you in advance. If you do not wish for your child to participate in these activities, alternate arrangements will be made for them.

Delinquent Fees

- A delinquent fee notice including a \$15 late fee may be issued if payment is not received by the 15th of the month, or if the bank returns a check.
- The parent must respond within one week of the date of the notice by either making the payment in full, or submitting a reasonable plan for payment. See Director of Business Operations for more information.
- If payment is delinquent by more than 60 days, your child may be excluded from the EDP program until a reasonable plan for payment is made.

Items Not Allowed at EDP

- Program staff cannot be responsible for lost articles.
- **Cell phones are not allowed at EDP.** If you need to talk to your child, please call the EDP Director at (619) 840-6820.
- Toy weapons and wheelies are not allowed.
- Handheld game systems, music players, and other expensive toys are **Not Permitted.** (Examples: PSP, Game Boys, DS, and iPods).
- Trading of any belongings or toys, including cards, is not permitted.

Illness and Medication

- If a child becomes ill at the program and cannot participate in the normal routine, the parent or emergency contact may be phoned, at staff discretion, and asked to pick up the child within the hour.
- If your child requires medication, please see the EDP Director to make arrangements.

Injury

All EDP staff is required to report any injuries. If your child has been injured, a report will be made which you will be required to sign when picking up your child. If your child has had an accident away from the program that resulted in an injury, please advise the program.

Registration

One designated Parent/Legal guardian must sign the enrollment agreement as the "enrolling parent." This parent is the only person authorized to make changes to the contract or other enrollment forms, and is responsible for payment of fees.

Program Overview

SDCCS's EDP high quality, well-supervised program offers a balance of activities designed to develop self-esteem and provide a creative educational and recreational experience for children. Involvement of parents is highly encouraged.

Snack

One snack will be provided each day for your child. If your child has any dietary restrictions, be sure to indicate them on the emergency sheet in the enrollment packet and inform the EDP Director and/or Assistant Director. While we will make every attempt to provide for any dietary restrictions, we cannot be responsible to accommodate them. Parents are responsible for providing lunches for their children on half days. It is not the program's responsibility to ensure that your child finishes their meal.

Clothing and Outdoor Supplies

- Children will participate in a variety of activities, some of which may soil clothing. A change of clothing is encouraged for those children who may need it. Please send clothing appropriate to the season and the outdoors as we spend a significant of time outdoors all year, especially jackets or sweaters in the colder weather.
- Sending bottled water and sunscreen with your child(ren) is a good idea in the warmer months.

Rules and Consequences

- Specific rules that children are to follow are available upon request.
- Our program utilizes the same principles of student conduct and Second Step social emotional curriculum including steps for calming down and problem solving. If a child is not responsive to our redirection methods after several attempts, or is in danger of causing harm to other students, staff members, or themselves, the parent will be called to remove the child. If the child is not removed within one hour of receiving notification from the site, the parent will be charged \$1.00 per minute.
 - ❖ After three indiscretions that result in removal from EDP, the child will not be able to attend the EDP program, for the balance of the school year.
 - ❖ Students who are suspended from school are also suspended from EDP.
 - ❖ EDP cannot provide a one-to-one supervision, if parents would like to provide tutoring or an aide, it can be arranged with the EDP Director and must be paid for by the parent.

Parent Volunteering

If you are interested in helping out, please contact a staff member for further information.

End of EDP Section

Frequently Asked Questions

What is our schedule?

We follow a slightly modified version of San Diego Unified School Districts' traditional calendar; a copy is included at the back of this handbook. Make sure to check our website for updates.

How should my child be dressed?

Children should be dressed comfortably and age appropriately. Shoes should enable full participation in physical education and movement activities no high shoes, or wheelies. Children should wear clothing that will encourage participation in art and other "messy" endeavors. Valuable jewelry and other accessories should not come to school.

What can I expect from the curriculum?

The content of our curriculum follows California Curriculum Frameworks and is aligned with California Content Standards and Common Core National Standards. The Frameworks and Standards may be viewed on the State Board of Education's website at <http://www.cde.ca.gov/be/st/> Common Core National Standards available at www.corestandards.org

What can my child expect from his/her day at SDCCS?

Before-school care opens at 6:30 a.m. for the children who have been registered. The school day begins at 8:30 a.m. for all grades. Each classroom will post a schedule of the typical routine for that class. Recess and lunch times are staggered to enable thorough supervision. Lunches should be nutritious, with limited sweets and no sodas. Each class will set a policy regarding snacking.

School concludes at 3:00 p.m. Students who are not picked up by 3:30 p.m. will be escorted to the Extended Day program and parents will be charged at the drop-in rate. The Extended Day program continues until 6:00 p.m.

We have a minimum day ending at 12:30 p.m. on Thursday of each week. Children who are not picked up by 1:00 p.m. will be escorted to the Extended Day program and parents will be charged at the drop-in rate.

What information do I need to give the office if I move?

If you changed your address, you need to bring a proof of residence that shows your new address to the main office. Acceptable documents include: recent utility bill, water bill or cable bill; recent rental agreement or mortgage documents; property tax payment receipts; military housing orders.

What do I do if we moved/changed our phone number(s)?

If you changed your home/work/cell number, contact the front office. It is very important to have working phone numbers in case of an emergency.

What if my child is absent from school?

Call the school office, report an absence online, or send a written note or email within 3 school days. For absences longer than 3 days a contract for independent study may be an option, if it is approved by the principal or designee. Review the attendance section of this handbook for additional information and also refer to the Attendance policy posted on our website.

Should I send my child to school if she/he is ill?

Your child's health should be assessed before leaving for school. Children whose schoolwork would be impeded by a cold or other illness should stay home. Parents should have a plan in place for caring for a sick child. The school must be called if the child will not be attending. In addition, you need to notify the school if you suspect that your child has an infectious disease. These include (but are not limited to) conjunctivitis (pink-eye), fifth disease, impetigo, chicken pox, strep throat, scarlet fever, and bacterial diarrhea. Children with suspected or confirmed infectious diseases should not be sent to school for the health and safety of all members of the school community.

If your child becomes ill or is injured at school, we will call you to pick up your child. Please be sure that the information on the emergency contact form is always up to date.

How do I enroll my child?

All students, new and returning, must submit an application for each school year. Priority applications are accepted from October 1st until January 31st

New applicants are selected from a lottery composed of all applications received prior to the priority enrollment

deadline. Applications received after the priority enrollment period are added to the wait list in the order received.

What to do if...

You have a question about what your child is learning:

Your classroom teacher is always eager to discuss the progress of your student. He or she can also supply you with information about what is planned for your student. It usually works best to set up a time to talk-in person or by phone, and to give the teacher specifics regarding your questions. This enables the teacher to be prepared with the information you need.

You want to volunteer at school:

Each volunteer activity should have a team leader or coordinator to help direct you and to help with problems that come up. If speaking with that person does not work, contact the PSA president. If you need help finding volunteer opportunities, contact the volunteer coordinator.

You are concerned about something that happened at school:

As we are teaching the children, communication is the first step towards cooperation. Your classroom teacher is likely to be able to give you the most satisfaction with your concerns.

These steps should be followed:

1. Set up a time to talk. This is a critical first step. Often parents are anxious to have an issue addressed immediately. Please remember each teacher is responsible for all of the students and is not available for private conferences during instructional time. When you are setting up the meeting time, briefly let the teacher know your concern.
2. At the meeting, first state your concern, and then listen to the teacher's response. If appropriate, devise a written plan to address the problem, and schedule a further meeting to assess progress.
3. If necessary, contact the principal for further assistance.

You need information about a school event or schedule:

Check the school website. If the information you are looking for is not listed, call the school office or contact your child's teacher. Most events are also noted on the school calendar available online.

Parent Staff Association (PSA) Executive Committee

Mountain View Campus

President	Aubrey Pierce
Vice-President/PSA Board Liaison:	Nelwyn Del Frate
Treasurer:	Kate Ross
Secretary:	Jaime Brown
Fundraising Chair:	Emily Griffiths
Volunteer Chair:	Jennifer Rust
Even Chair:	Nicole Dollick
Community Liasion:	Patty Bacame
Staff Liaison:	Emily Murray
Member at Large:	Xuchi Eggleton and Lacey Gonzalez

Mountain View North Campus

Amanda
PMA
Rm 22

Second floor

South
Office
Rm 6

First floor

Tiffany/Katy
EMA
Rm 9

SpEd
Kinder Annex
Enrichment
Rm 15

Sonia
EMA
Rm 14

First floor

Andrea
PMA
Rm 31

Megan
PMA
Rm 30

Erica
PMA
Rm 29

Second floor

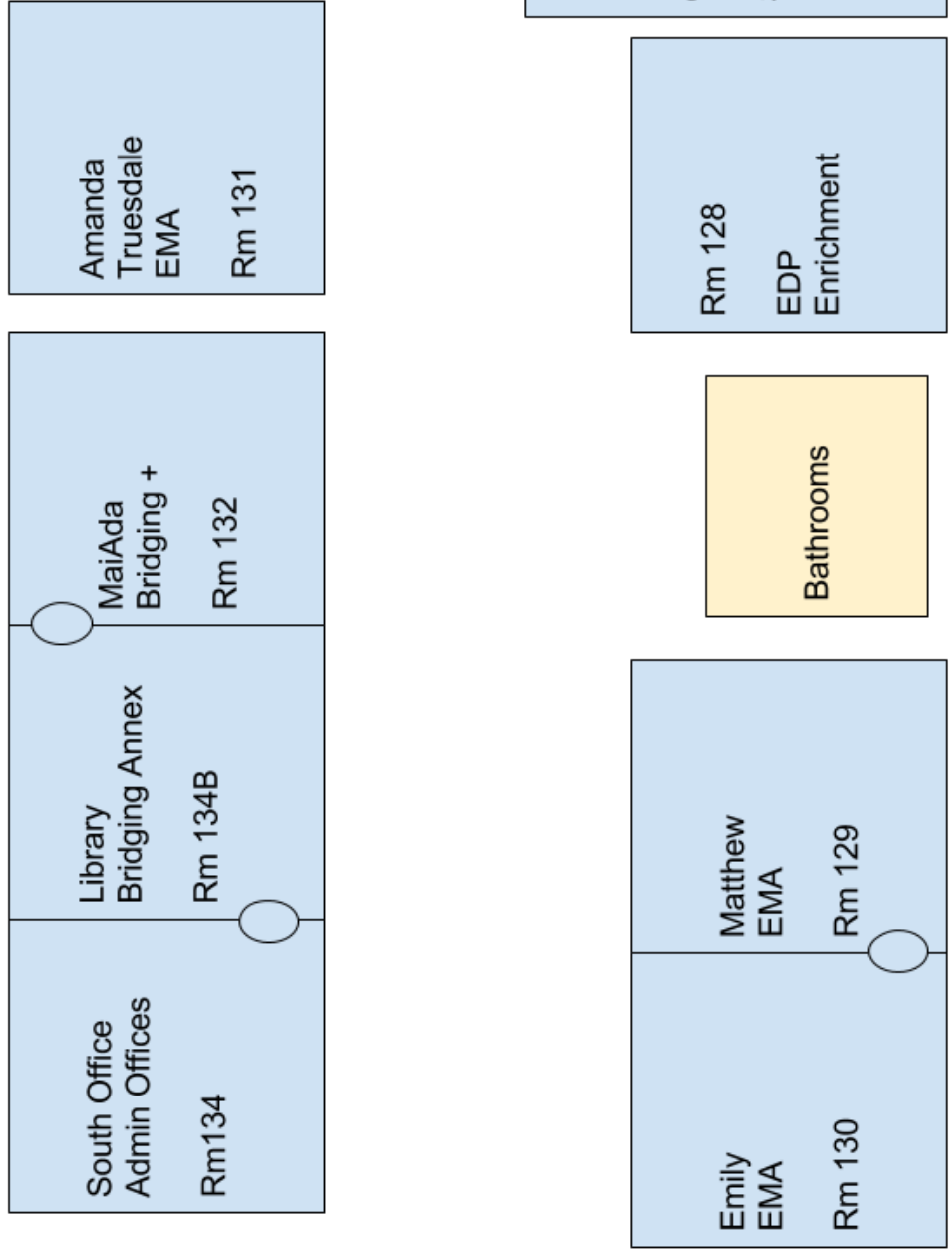
Entry Gate

Skybridge

Logan Ave.

36th St

Mountain View South Campus



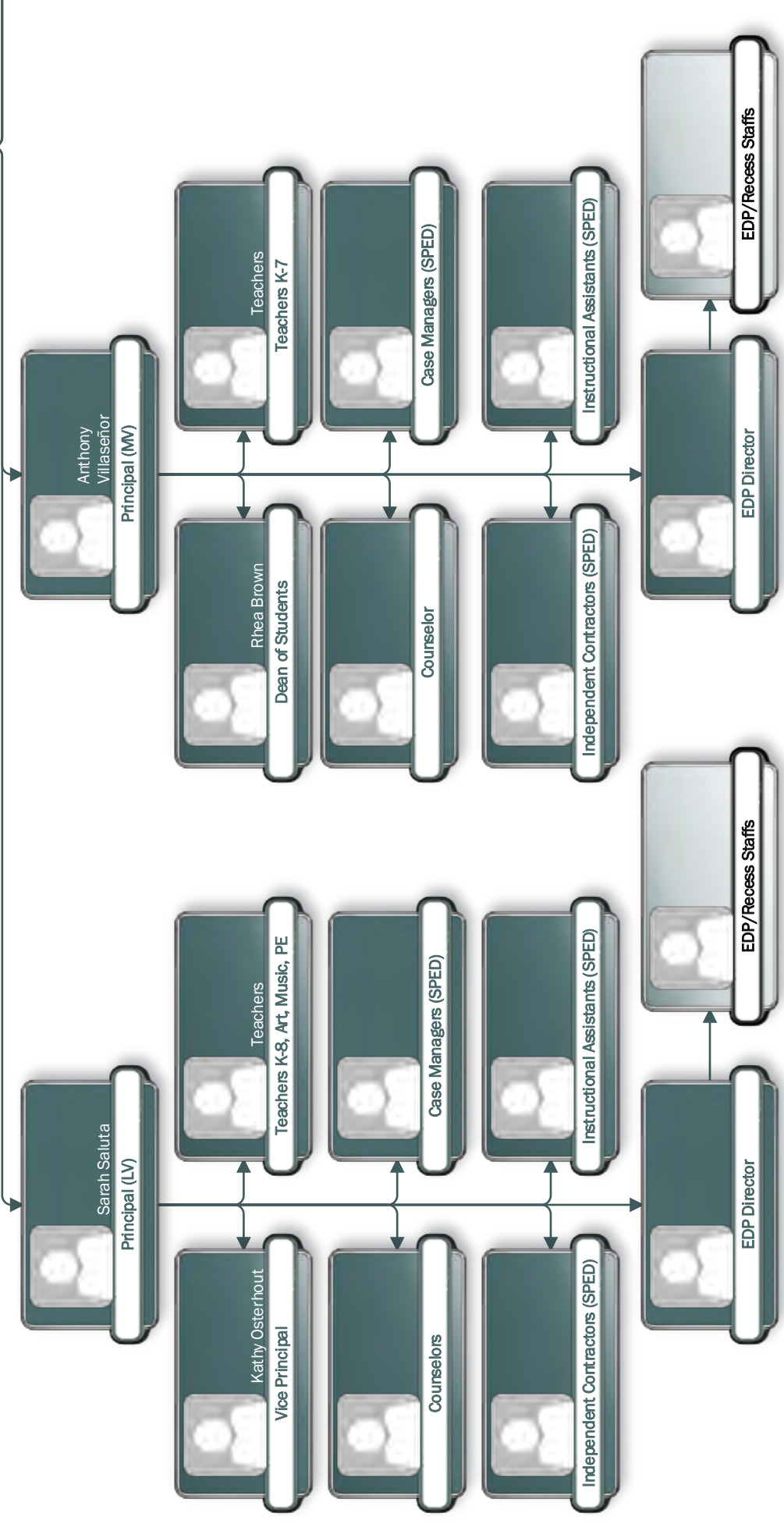
Boston Ave.

36th Street

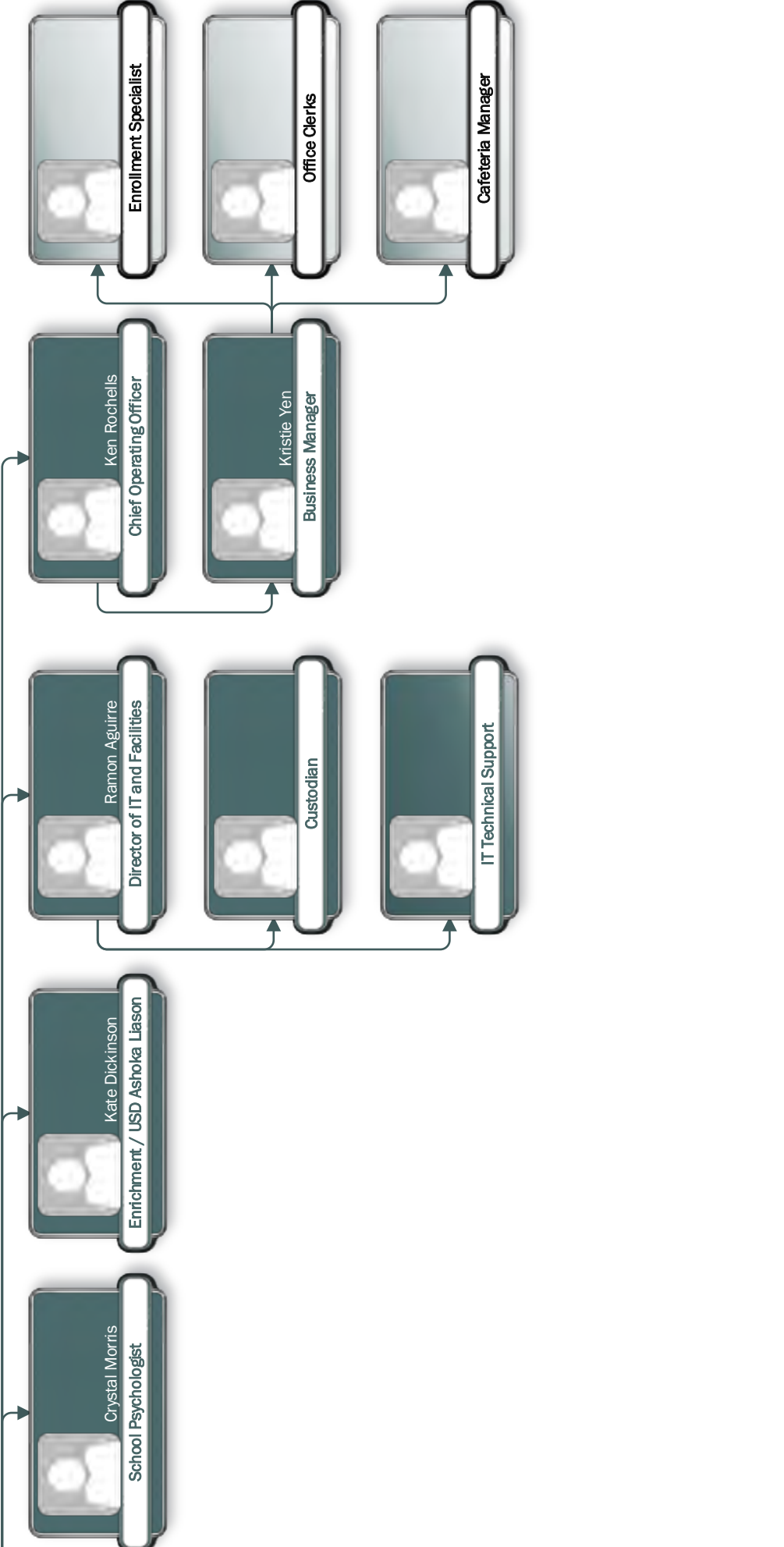
Entry Gate



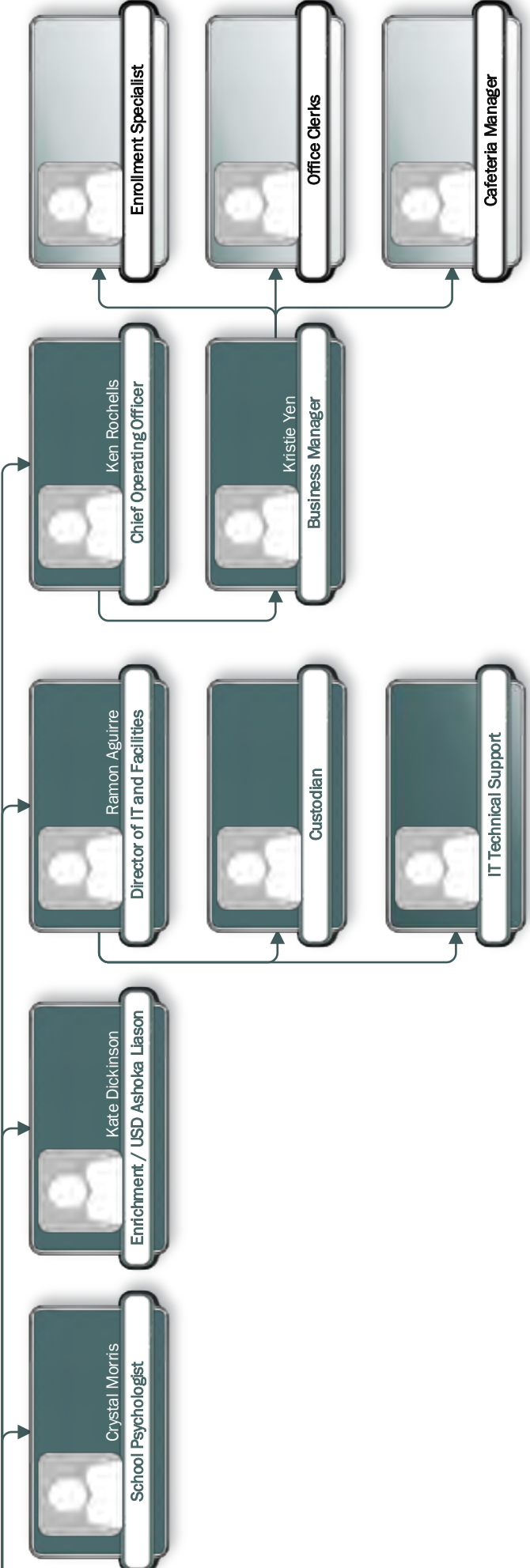
SDCCS Mountain View



SDCCS Linda Vista



Financial Business Support (Linda Vista and Mountain View)



WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
ACCREDITING COMMISSION FOR SCHOOLS

presents to

SAN DIEGO COOPERATIVE CHARTER SCHOOL

this

CERTIFICATE OF ACCREDITATION

this School is accredited through

JUNE 30, 2019



Dawn Kerby
Commission Chair

Paul Chan Kim
Executive Director