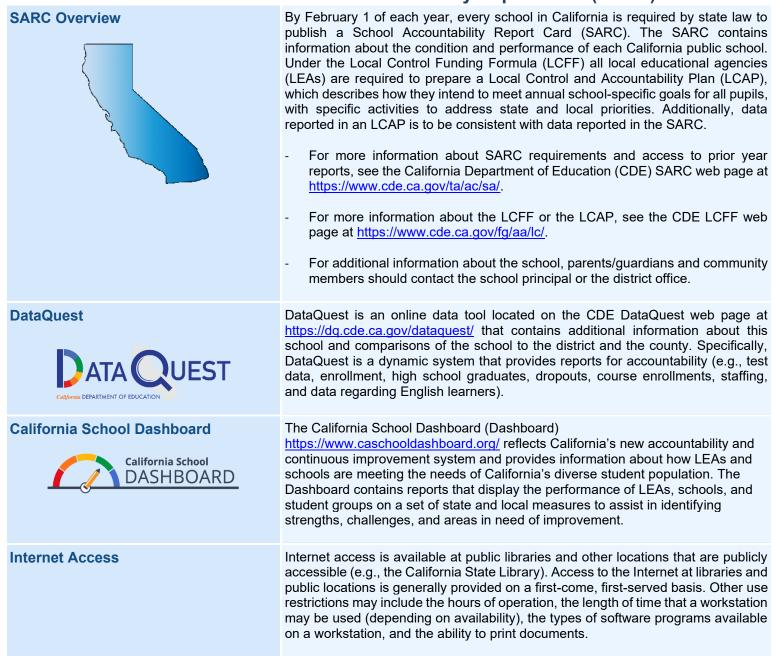# San Diego Cooperative Charter
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

San Diego Cooperative Charter School (SDCCS) is located in the Linda Vista neighborhood in San Diego.   We have completed the construction of a beautiful new building on our campus in Linda Vista that will support our hands-on, progressive pedagogy. The total school enrollment at Linda Vista is approximately 455 students this year.

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

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

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

2023-24 School Description and Mission Statement

Our staff is highly skilled and supported in refining their craft. We continuously monitor our progress toward achieving our goals to ensure that we effectively utilize available financial and human resources to maximize student performance and exceed district and statewide standards. The teaching staff believes in educating the whole child, and the constructivist pedagogy encourages students to make solid connections in their learning. This program supports building a well-rounded education and offers Dance, Music, PE, Science, and Art. The Staff provides each child with equal opportunities to achieve an exceptional education.

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	40
Grade 2	43
Grade 3	46
Grade 4	51
Grade 5	54
Grade 6	51
Grade 7	52
Grade 8	50
Total Enrollment	453

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.5%
American Indian or Alaska Native	0.1%
Asian	8.7%
Black or African American	4.5%
Filipino	3%
Hispanic or Latino	37.4%
Two or More Races	10.7%
White	37.8%
English Learners	15.9%
Foster Youth	0.9%
Homeless	2.8%
Socioeconomically Disadvantaged	51.2%
Students with Disabilities	26.1%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28	93.3	5313.50	88.64	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.00	51.00	0.85	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	10,0	191.10	3.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	194.90	3.25	12115.80	4.41
Unknown	0	0	243.90	4.07	18854.30	6.86
Total Teaching Positions	30.0	100.00	5994.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27	90.0	5336.60	88.47	234405.20	84.00
Intern Credential Holders Properly Assigned	01.00	0.33	66.90	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	6.66	219.20	3.64	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	219.20	3.63	11953.10	4.28
Unknown	0	0	189.70	3.15	15831.90	5.67
Total Teaching Positions	30.00	100.00	6031.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	23.6	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.60	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.50
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.10	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	21.2	12.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

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

Year and month in which the data were collected	September 2023

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

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report	11/2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	51	48	51	52	47	46
Mathematics (grades 3-8 and 11)	41	38	39	40	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	289	284	98.27	1.73	47.89
Female	132	131	99.2	.8	52.67
Male	145	144	99.3	.7	43.75
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100	0	64.71
Black or African American	--	--	--	--	--
Filipino	13	13	100	0	69.23
Hispanic or Latino	104	103	99.03	1	30.1
Native Hawaiian or Pacific Islander					
Two or More Races	35	35	100	0	51.43
White	98	97	99	1.0	59.8
English Learners	46	46	100	0	19.57
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	31	30	96.7	3.3	40
Socioeconomically Disadvantaged	145	145	100	0	35.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	73	100	0	27.4

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	278	277	99.6	.4	39
Female	132	132	100	0	37.12
Male	145	144	99.3	.7	40.28
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100	0	76.47
Black or African American	--	--	--	--	--
Filipino	13	13	100	0	38.46
Hispanic or Latino	104	103	99.03	.7	20.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	35	100	0	37.14
White	98	98	100	0	51.02
English Learners	46	46	100	0	15.21
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	31	30	96.7	2.3	46.67
Socioeconomically Disadvantaged	146	145	99.3	.7	27.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	73	100	0	19.18

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	41.05	37.08	35.99	38.07	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	89	100	0	37.9
Female	35	35	100	0	34.28
Male	54	54	100	0	38.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100	0	13.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	29	29	100	0	58.62
English Learners	13	13	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	11	11	100.00	0.00	18.18
Socioeconomically Disadvantaged	45	45	100	0	28.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100	0	13.04

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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

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

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

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

If you want to get involved, don't hesitate to contact the volunteer coordinator at volunteer@sdccs.org for specific details on volunteer opportunities.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	458	449	42	9.4
Female	212	210	23	11.0
Male	245	238	19	8.0
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	29	28	0	0.0
Black or African American	21	21	3	14.3
Filipino	18	18	1	5.6
Hispanic or Latino	169	166	22	13.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	47	46	6	13.0
White	169	166	10	6.0
English Learners	72	72	7	9.7
Foster Youth	4	4	1	25.0
Homeless	13	13	5	38.5
Socioeconomically Disadvantaged	239	234	30	12.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	124	120	11	9.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.44	1.53	0.06	2.51	2.70	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.53	0
Female	0.47	0
Male	2.45	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.45	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.78	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.13	0
White	1.18	0
English Learners	1.39	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.09	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.61	0

2023-24 School Safety Plan

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

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

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	0	0
1	23	1	1	0
2	23		2	0
3	25	0	2	0
4	25	0	2	0
5	25	0	2	0
6	25	0	2	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	150

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	.3
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	5
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,286	$913	$8,373	$63,489
District	N/A	N/A	$8,714	$90,641
Percent Difference - School Site and District	N/A	N/A	-4.0	-35.2
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	9.6	-32.2

Fiscal Year 2022-23 Types of Services Funded

The school's general fund includes monies for:

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,743	$55,550
Mid-Range Teacher Salary	$77,105	$80,703
Highest Teacher Salary	$107,402	$109,418
Average Principal Salary (Elementary)	$145,885	$137,703
Average Principal Salary (Middle)	$151,051	$143,760
Average Principal Salary (High)	$164,119	$159,021
Superintendent Salary	$375,000	$319,443
Percent of Budget for Teacher Salaries	32.34%	30.35%
Percent of Budget for Administrative Salaries	4.66%	4.87%

Professional Development

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

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

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8