



Letter To San Diego Unified School District

Dear Trustees of The San Diego Unified School District,

It is with great pride that San Diego Cooperative Charter School (“SDCCS” or the “Charter School”) submits this charter renewal on behalf of our students, families, staff, and Board of Directors on July 1st, 2024. We have been honored to work so closely with the San Diego Unified School District (“SDUSD” or the “District”) as our chartering authority and feel proud of the high-quality education that we have been providing for 22 years. Our educational outcomes today are largely possible because of the ongoing spirit of cooperation between SDUSD and SDCCS.

We have always valued the renewal process as it has been very affirming and has assisted us in reflecting and guiding our organization. In this renewal, you will see that we have remained true to our mission and are constantly reflecting on how to provide the best education possible for all students. Since our last renewal, our organization has undergone some substantial changes, the largest of which was the closure of our second site located in the Mountain View neighborhood. San Diego Cooperative Charter School has continued to provide a unique, high-quality program for San Diego’s families. Through our internal evaluation process, we have seen that our efforts to educate the whole child – through our emphasis on social and emotional learning, the arts, and a dedication to academics – have continued to create bright, well-rounded, happy, empathetic, high-achieving students.

We are grateful you are taking the time to read our charter renewal. This renewal will highlight our results, including the work of our highly educated, responsive, dedicated staff and student-facing programs that meet and exceed expectations through active engagement with various data points. We are most proud of the community of empathic students we have cultivated, our MAP academic growth, and the commitment of our families, as shown by the number of volunteer hours that parents have logged as our true partners in education. According to our annual charter school review and audits, our finances and business operations meet and exceed standards. Our core goal is to continue to serve families and educate students while partnering with San Diego Unified. We greatly look forward to your feedback to help us continue to improve our programs, but most of all, we would like for you to consider a seven year term to allow us to continue to serve the families of Linda Vista and beyond.

With Gratitude,

San Diego Cooperative School

Students, Parents, Teachers, Staff, Linda Vista Stakeholders, Collegiate Stakeholders,

The San Diego Cooperative Charter School



San Diego

**COOPERATIVE
CHARTER SCHOOL**

Submission to SDUSD for Charter Renewal

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We have always valued the renewal process as it has been very affirming and has assisted us in reflecting and guiding our organization. In this renewal you will see that we have remained true to our mission and are constantly reflecting on how to provide the best education possible for all students. Since our last renewal, our organization has undergone some substantial changes, the largest of which was the closure of our second site located in the Mountain View neighborhood. San Diego Cooperative Charter School has continued to provide a unique, high-quality program for San Diego’s families. Through our internal evaluation process, we have seen that our efforts to educate the whole child – through our emphasis on social and emotional learning, the arts, and a dedication to academics – has continued to create bright, well-rounded, happy, empathetic, high-achieving students.

We are grateful you are taking the time to read our charter renewal. This renewal will highlight our results, including the work of our highly educated, responsive, dedicated staff, and student-facing programs that meet and exceed expectations through active engagement with various data points. We are most proud of the community of empathic students we have cultivated, our MAP academic growth, and the commitment of our families, as shown by the number of volunteer hours that parents have logged as our true partners in education. According to our annual district charter school review and audits, our finances and business operations meet and exceed standards. Our core goal is to continue to serve families and educate students while partnering with San Diego Unified. We greatly look forward to your feedback to help us continue to improve our programs, but most of all, we look forward to a five-year term from 2024-2029 to allow us to continue to serve the families of Linda Vista and beyond.

Affirmations/Assurances

Legal Assurances” or “Statement of Assurances” or “Affirmations/Assurances”

As the authorized lead petitioner, I, Sarah Saluta, hereby certify that the information submitted in this petition for a California public charter school to be named San Diego Cooperative Charter School (“SDCCS” or the “Charter School”), and to be located within the boundaries of the San Diego Unified School District (“SDUSD” or the “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, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. The Charter School will be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Ref. Education Code Section 47605(c)(6)]
3. The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
4. The Charter School shall not charge tuition. [Ref. Education Code Section 47605(c)(1)]
5. The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application shall be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(c)(2)(C). [Ref. Education Code Section 47605(c)(2)(A)-(B)]
6. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code 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(e)(1)]

7. The Charter School 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.

8. The Charter School 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)]

9. The Charter School 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)(1)]

10. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

11. The Charter School 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).

12. 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(e)(3)]

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

14. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]

15. The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(d)(2)]

16. The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

17. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
18. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act or Every Student Succeeds Act (ESSA).
19. The Charter School shall comply with the Public Records Act.
20. The Charter School shall comply with the Family Educational Rights and Privacy Act.
21. The Charter School shall comply with the Ralph M. Brown Act.
22. The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
23. The Charter School will comply with the reporting and plan development guidelines regarding the Local Control and Accountability Plan. [Ref. Education Code Section 47605.6].

Sarah Saluta, Lead Petitioner

Date

Executive Summary

It is appropriate that our first class of students chose the phoenix as the mascot for San Diego Cooperative Charter School (SDCCS). The phoenix represents transformation, renewal, and strength. Since its founding, SDCCS has undergone many changes. The last few school years have been particularly transformative, with the transition of one of SDCCS's campuses into a District Pilot school and a global pandemic that challenged schools worldwide. Additionally, rising rates of special education enrollment strain the school budget, posing financial challenges as resources are diverted to accommodate the growing need for support services.

In 2002, SDCCS began providing students with an outstanding education initiated by parents who were searching for an elementary and middle school that encouraged parent participation in the classroom, included deep learning in all subjects, that honored 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). The school is located on district property at 7260 Linda Vista Road, San Diego, CA, 92111. SDCCS serves 458 children in transitional kindergarten through eighth grade and is a vibrant community of students, teachers, staff, and families. Our students flourish in an environment with high family engagement, and we continually work to foster this community spirit. We are proud to have been an Ashoka Changemaker School and of our initial accreditation from the Western Association of Schools and Colleges (WASC). We were approved for a \$28 million reconstruction through Prop 39 and are currently in Phase 3 of a planned four-phase project. We are excited to work with the San Diego Unified School District and the Linda Vista community through this project.

As a progressive school, we are always looking to evolve with the changing times to offer the best education possible. One unwavering foundation of our organization is that our staff and parent community always keep what is best for students at the heart of all of our decisions. Any changes made to our program enable us to meet the ever-changing needs of our students and families. We continually evaluate data and reflect on our practice to strengthen our program to achieve academic excellence while supporting students' ability to become conscientious global citizens.

In the 2018-19 school year, the academic results of SDCCS's second campus, Mountain View, were significantly lower than the Linda Vista campus. Entering into the 2019-20 school year, SDCCS focused strongly on academics with the goal of increasing student performance at both sites. We knew there was a risk to renewal by moving the Mountain View site onto the Linda Vista CDS code, but at the time, it seemed important to support the students and families there.

The Mountain View community pushed back against these changes to the program, and decided to transition to the district as a Pilot School. The SDCCS Board voted in November 2019 to close the Mountain View campus as a branch of SDCCS in January of 2020. SDCCS worked hard to create a seamless transition for the students, teachers, and families.

The SDCCS Linda Vista community is thriving. SDCCS is designated as a “High Performing” school within the CDE renewal track framework, based on the subgroup path. What you will see in this renewal petition is that SDCCS should without a doubt be recommended for a seven-year renewal:

Meeting academic performance standards:

- You will see that San Diego Cooperative Charter School (SDCCS) provides a strong educational program that aligns with state standards and promotes student achievement.
- SDCCS met/exceeded the state average on all AB1505 academic indicators for the 2022 and 2023 school years, and exceeded the state average on status with at least 50% of its underperforming subgroups on all academic indicators with at least 2 subgroups in both years.
- The data on student outcomes – such as CAASPP, NWEA MAP scores and graduation rates – show a track record of academic success.
- We have outlined specific strategies and interventions to support student learning and address any areas of weakness.

Maintaining a sound educational program:

- In the 22 years that SDCCS has operated, we have had the same mission; although it has been evaluated annually, you will find that we have clearly articulated the school's mission, vision and educational philosophy.
- SDCCS has a defined and well-articulated instructional method and assessment practices that will be used to deliver a high-quality education to students.
- We have provided evidence of effective teaching practices, professional development opportunities for staff, and support systems for student learning.

Ensuring financial stability:

- SDCCS has a comprehensive budget that accurately reflects the school's revenue, expenses, and financial projections.
- SDCCS has a robust financial plan that accounts for potential fluctuations in enrollment, funding, and other financial factors, ensuring financial security.

- Responsible fiscal management, including transparent financial reporting practices and adherence to accounting standards, is a cornerstone of SDCCS to ensure financial stability.

Meeting legal requirements:

- SDCCS thoroughly reviews all relevant laws, regulations, and policies governing charter schools in California.
- SDCCS has ensured this charter petition complies with all legal requirements, including governance, student enrollment, special education services, and civil rights protections.
- Seek legal counsel to address legal concerns or questions during the charter petition process.

Developing an adequate facilities plan:

- SDCCS continues to work in partnership with the San Diego Unified School District to adhere to all agreements and secure facility access.
- SDCCS continues to manage the construction of new facilities with funding secured by Proposition 29 and Proposition Z to ensure accessibility and suitability for educational purposes.

Serving all students:

- SDCCS has grown in recruiting and enrolling a diverse student population.
- SDCCS has a long history of excellent academics, social, and programs that meet the needs of all student's emotional needs, including those with disabilities, English language learners, and other special needs.
- SDCCS takes pride in its inclusive practices, culturally responsive curriculum, and support services that promote the success of every student.

Building community support:

- Being a CoOp partnering with parents is foundational to what we do. Feedback from the community members, parents, educators, and other stakeholders on all aspects of our program including this charter proposal.
- SDCCS hosts public meetings, orientation, or information sessions to educate the community about the school's mission, goals, and educational program.
- You will see in this Charter document that we work closely with community organizations, educational leaders, local leaders, universities and other influential stakeholders who support the establishment of the charter school.

Complying with labor laws and practices:

- SDCCS has developed clear policies and procedures related to hiring, compensation, benefits, and working conditions for school staff.
- We ensure that all employment practices are compliant with federal, state, and local labor laws, including those related to minimum wage, overtime pay, anti-discrimination, and workplace safety.
- SDCCS can provide evidence of fair and equitable treatment of employees, opportunities for professional growth and development, and a positive organizational culture that fosters collaboration and mutual respect.

Element One: Description of Educational Model

Education Code: §47605(b)(5)(A)

o (A) (i) 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.

(ii) The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052 [Public School Performance Accountability Program], to be achieved in the state priorities, as described in subdivision (d) of Section 52060 [Local Control Accountability Plans], 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.

(iii) If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.

SBE Criteria: 5 CCR 11967.5.1(f)(1)

(1) The description of the educational program of the school, as required by Education Code section 47605(b)(5)(A), at a minimum:

(A) Indicates the proposed charter school’s target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges.

(B) Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners’ definition of an “educated person” in the 21st century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners.

€ Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population.

(D) Indicates the basic learning environment or environments (e.g., site-based matriculation, independent study, community-based education, or technology-based education).

(E) Indicates the instructional approach or approaches the charter school will utilize, including, but not limited to, the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school's pupils to master the content standards for the four core curriculum areas adopted by the SBE pursuant to Education Code section 60605 and to achieve the objectives specified in the charter.

(F) Indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.

(G) Indicates how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations.

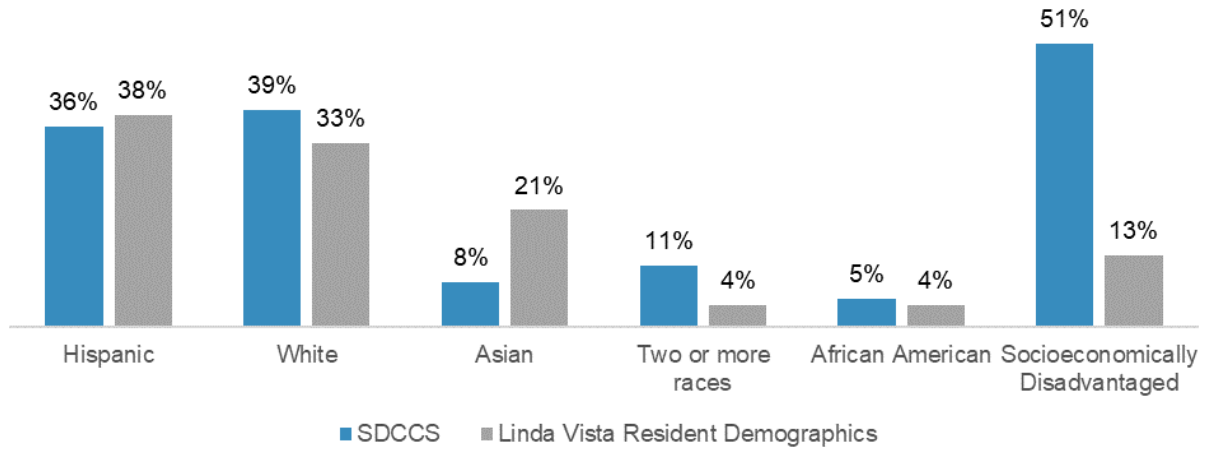
(H) Specifies the charter school's special education plan, including, but not limited to, the means by which the charter school will comply with the provisions of Education Code section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school's understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities.

SDCCS Serves Community Needs

In 2002, San Diego Cooperative Charter School began providing students with an outstanding education initiated by parents who were searching for an elementary and middle school that encouraged parent participation in the classroom, included deep learning in all subjects, that honored 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 and retention. In 2013, San Diego Cooperative Schools opened a second location, and the original school became known as San Diego Cooperative Charter School - Linda Vista (SDCCS). SDCCS serves 458 children in transitional kindergarten through eighth grade and is a vibrant community of students, teachers, staff, and families.

Students enrolled at SDCCS reside in many parts of San Diego County, with a preference given to those within the San Diego Unified School District boundaries, particularly those within the Linda Vista area. 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%. As demonstrated in the chart below, our student body closely reflects the racial demographics of the local community. SDCCS serves a high need student population; 51% of students are socioeconomically disadvantaged compared with 13% of local residents.

SDCCS Demographics Compared to Community



Eligibility for Charter Renewal

SDCCS is designated as a “High Performing” school within the CDE renewal track framework. This designation is based on the subgroup path, which meets the following criterion:

Performance Level	Path	Result
High Performing	Schoolwide: All Green & Blue Indicators for "All Students" group across 2 most recent consecutive years schoolwide	
	Subgroup: At/above status for all state academic indicators for "All Students" group, and above the state for majority of "underperforming subgroups"	✓
Middle Performing	Middle Track: The school is not eligible for the high or low track and has clear and convincing evidence by verified data	
Low Performing	Schoolwide: All Red & Orange Indicators for "All Students" group across 2 most recent consecutive years schoolwide	
	Subgroup: At/below status for all state academic indicators for "All Students" group, and below state status for majority of "underperforming subgroups"	

1) At/above the state average on status for all academic indicators in both years? **YES**

Indicator	Year	SDCCS Status	CA State Status	Above or Below the State
ELA	2023	-6.4	-13.6	Above ↑
	2022	3.6	-12.2	Above ↑
Math	2023	-28.7	-49.1	Above ↑
	2022	-23.2	-51.7	Above ↑
ELPI	2023	50	48.7	Above ↑
	2022	62	50.3	Above ↑

2) Above the state average on status with at least 50% of its underperforming subgroups on all academic indicators with at least 2 subgroups in both years? **YES**

ELA

Student Group	Year	SDCCS Status	CA State Status	Above or Below the State
EL	2023	-40.3	-67.7	Above ↑
	2022	-41	-61.2	Above ↑
Hispanic	2023	-36.8	-40.2	Above ↑
	2022	-35.1	-38.6	Above ↑
SED	2023	-32	-42.6	Above ↑
	2022	-29.4	-41.4	Above ↑
SWD	2023	-46.1	-96.3	Above ↑
	2022	-43	-98.1	Above ↑

Math

Student Group	Year	SDCCS status	CA status	Above or Below the State
EL	2023	-60.9	-93.4	Above ↑
	2022	-62.9	-92	Above ↑
Hispanic	2023	-69.9	-80.8	Above ↑
	2022	-72	-83.4	Above ↑
SED	2023	-53.4	-80.8	Above ↑
	2022	-63.7	-84	Above ↑
SWD	2023	-67	-127.3	Above ↑
	2022	-63.7	-132.8	Above ↑

SDCCS has achieved all the elements laid out by San Diego Unified School District to recommend a charter school for a 7-year term.

	High Performing Charter Schools - 7 year term	San Diego Cooperative Charter School
Transparency and Accountability	The school’s website has links to more documents than are required to be posted, and reflect heightened transparency (i.e., board agendas, minutes and exhibits; individual board member contact information; LCAP; complaint policy; CDE notice required by SB 75, etc.). Our LCAP is a multi-year plan that outlines how we will use our resources to improve student outcomes, particularly for specific student subgroups.	Our website not only has links to required documents but has included additional information for increased transparency.
Equity and Access	The school enrolls new students at all grade levels, at any time during the school year, if seats are available.	We enroll students year round for any seats that are available in our program.
	The school has a student matriculation rate of at least 80% throughout the most recent charter term.	We have a matriculation rate of 96%.
	% of students with disabilities at the school was at least the same as the district’s average, and the school enrolled students with higher needs, during the two most recently completed school years.	We currently have 29% of our students with disabilities far exceeding the district’s average.
	% of English learners at the school was more than 5% below the district’s average during the two most recently completed school years.	English learners who were with us for 12 or more months were 9.40% above the state in L. Arts 2022-2023. English learners who were with us for 12 or more months were 3.74% above the

		state in Math 2022-2023.
	% of socioeconomically disadvantaged students at the school was no more than 15% below the district’s average during the two most.	2021-2022 - difference of 13.3% 2022-2023 - difference of 8.8%
Operational History	The school has not received any letters of concern issued by the Office of Charter Schools during the most recent charter term.	We have not received any letters of concern issued by the Office of Charter Schools.
	The school has maintained stable enrollment during the most recent charter term.	We have maintained stable enrollment during the most recent charter term.
	The school has responded or replied to the district in a timely manner, including the submission of all required reports by the posted deadline.	We have responded and replied to the district in a timely manner including the submission of all required reports by the posted deadline.
Fiscal Stability	The school has been fiscally sound throughout its most recent charter term.	We have had clean audits and have strong financial reserves.

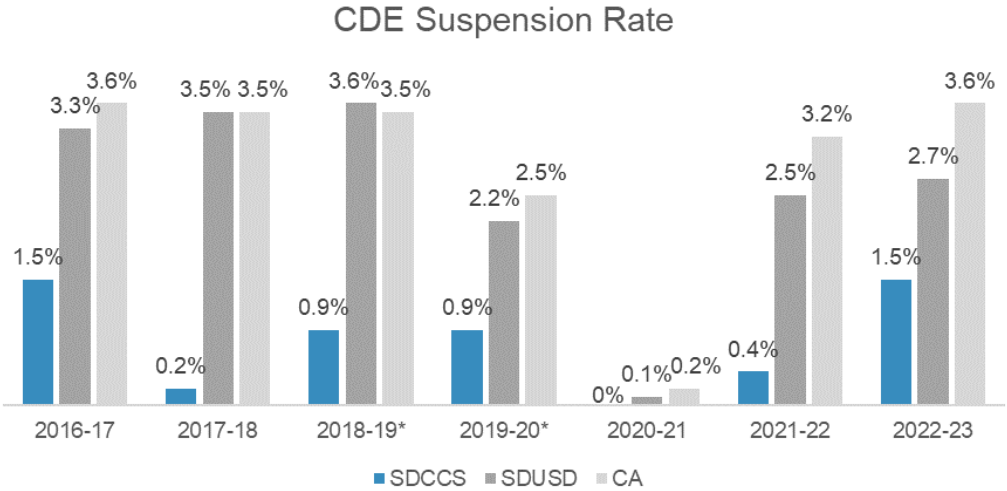
School Accomplishments:

- Addition of Transitional Kindergarten that is child-centered, hands-on, focuses on social and emotional development, has a flexible curriculum, assesses through observation, and focuses on collaboration and peer interactions.
- Funded construction project for a new two-story building via Prop Z for \$28 million. SDCC’s new building accommodates 16 classrooms 1st-8th grade, a STEAM lab, a beautiful two-story media center, student and staff restrooms, and storage.
- Awarded the California Scale-Up MTSS Statewide (SUMS) Initiative Technical Assistance (TA) training grant to develop, align, and sustain academic and behavioral resources, programs, supports, and services utilizing a coherent MTSS framework that

engages all systems leading to improved student outcomes. This grant allowed SDCCS to assess our strengths and align our MTSS efforts with CA's eight state priorities.

- Sustainable integration of 1:1 device-to-student ratio using Google Chromebook. Offering all students digital access to learn decreases the equity gap for student groups that may not have access otherwise.
- Created two positions to support the teaching of English Language Development. These teachers play a crucial role in facilitating students' linguistic and academic development by learning English as an additional language. Their work is essential for helping students succeed in the educational system's language and content areas.
- Implementation of Orton Gillingham Reading Instruction TK-3: this multisensory, research-based program supports a range of learners, including dyslexic learners.
- Implementation of Illustrative Math TK-8
- Increased and expanded our Special Education Program to meet the needs of our ever-increasing Special Education Population
- Continued our Enrichment Programs (may be subject to change in out years) - Extended Field Trips
 - 5th-grade Sea Camp - Outdoor Education
 - 6th-grade Pali Institute - Outdoor Education Center
 - 7th-grade Joshua Tree - California History, camping, and Climbing and Rappelling
 - 8th-grade White Water Rafting
- 8th Grade graduation portfolio that supports reflection on academic achievement, artistic expression, physical fitness, personal growth, and cultural awareness.
- We have been working to forge relationships with and further understand the Linda Vista area and support the community hosting our school. We are working with nonprofit organizations within the Linda Vista area and building relationships through service and community care.
- SDCCS students created California's first Earlyact (Rotary program for elementary kids) program. The students have been working to clean up the community, feeding those in need, working with the kindergarten students on spreading kindness, and creating a clothing drive to donate to children in Mexico. Our students work directly with La Jolla Golden Triangle Rotary Club members to facilitate these outreach activities and also to communicate with another Earlyact program in India.

- Despite an Orange indicator on the CA School Dashboard, SDCCS has consistently maintained a low suspension rate, and rates far lower than the district and state average.



School Challenges:

Transformation and Renewal:

- SDCCS adopted the phoenix as its mascot, symbolizing transformation, renewal, and strength.
- The school has experienced significant changes, including transforming a campus into a District Pilot school.

Impact of COVID-19 Pandemic:

- The pandemic presented significant challenges, but also opportunities for the school to evolve and integrate technology in teaching.
- Emphasis was placed on maintaining the community's social, emotional, and academic needs during the initial unsettling months.
- Teachers and staff worked together to continue instruction and support students through various online activities like open mic and art nights.

Special Education and Financial Challenges:

- Rising special education enrollment has strained the school budget, requiring more resources to support these services.

Community Engagement and Support:

- The school maintained a close-knit community through innovative online events and regular communications with parents.

- Initiatives like read-aloud sessions were implemented to foster discussions on equity, social justice, and emotional learning.

Reopening After Lockdowns:

- Faced hesitation from staff about returning to on-site learning, leading to the creation of a staff-led committee to plan and communicate the reopening strategy.
- Offered families options between an on-site hybrid program or a full distance learning program.

Challenges at SDCCS Mountain View Campus:

- Lower academic performance at Mountain View compared to the Linda Vista campus led to a focused effort on improving academics.
- The Mountain View community resisted program changes, ultimately transitioning to the district as a Pilot School and closing in January 2020.

Continuous Improvement and Adaptation:

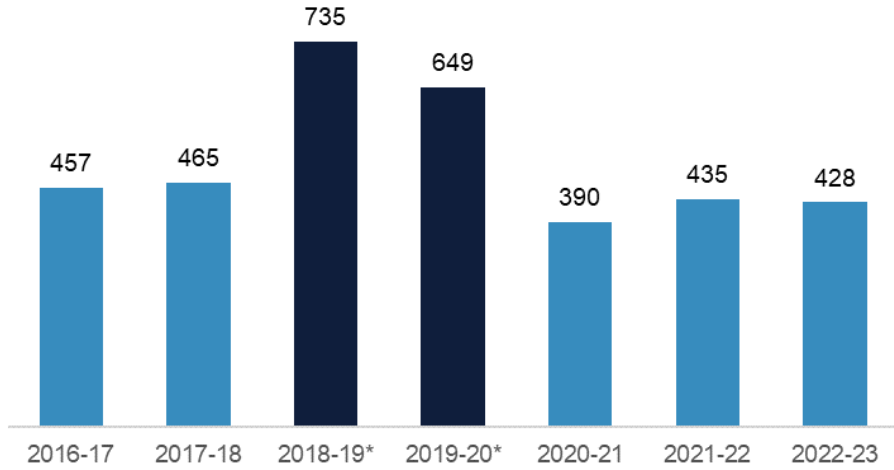
- The school strives to evolve with changing times to provide the best education, with a focus on meeting the needs of students and families.
- Continual evaluation of data and reflection on practices to strengthen the program and achieve academic excellence while fostering global citizenship in students.

Student Population to be Served

SDCCS shall be nonsectarian in its programs, curriculum, admission policies, employment practices and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

While open to all students, SDCCS will make a substantial effort to recruit underserved, low-income students in the Linda Vista community that would typically attend nearby schools. Please see Element 7 for more information on how SDCCS will attract students from these neighborhoods.

SDCCS Annual Enrollment



*2018-19 and 2019-20 includes Mountain View students

Projected seven year student enrollment:

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
TK	20	20	40	40	40	40	40
K	46	46	46	46	46	46	46
1	46	46	46	46	46	46	46
2	46	46	46	46	46	46	46
3	46	46	46	46	46	46	46
4	50	50	50	50	50	50	50
5	50	50	50	50	50	50	50
6	52	52	52	52	52	52	52
7	52	52	52	52	52	52	52
8	52	52	52	52	52	52	52
	460	460	480	480	480	480	480

Educational Program and Philosophy

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:

SDCCS respects that which makes each child unique and which promotes 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, and strategies for differentiation inform instruction in all classes. Service learning and environmental stewardship are integrated into the curriculum to promote a strong social ethic in our student population. At San Diego Cooperative Charter - Linda Vista, all school community members work together to promote the success of each learner.

Educational Philosophy

Since our inception in 2000, SDCCS has been dedicated to establishing a progressive, developmental, and child-centered educational community. Our core philosophy is to create an inclusive environment that caters to the diverse needs of all learners and their families. At the heart of our approach are collaboration, immersion, experiential learning, empathy, and critical thinking—all essential for educating the whole child.

Holistic Development of Students:

Our educational approach extends beyond traditional academic subjects to embrace the holistic development of each student. This includes nurturing their physical, emotional, social, and cognitive well-being. Such an all-encompassing focus not only enhances academic performance but also cultivates enhanced social skills, emotional resilience, better physical health, and

positive personal development. By fostering these multifaceted aspects of growth, we help students realize their full potential and prepare them for future success.

Curricular Excellence and Innovation:

SDCCS's curriculum is carefully curated to reflect our educational philosophy while meeting rigorous academic standards. We employ constructivist pedagogy, which encourages students to build strong foundational knowledge and connect deeply with the material and the world around them. Programs like Illustrative Math and Orton Gillingham have been integrated to strengthen our academic offerings while aligning with our pedagogical commitments. Our curriculum is complemented by a variety of electives, including arts, music, dance, and physical education, ensuring a well-rounded educational experience.

Supportive Learning Environments:

Understanding that students are navigating critical developmental stages, we provide learning environments that intertwine their physical, emotional, and intellectual needs. During these formative years, as students grapple with life's fundamental questions and form their personal values, it is imperative that our educational setting supports their growth and exploration. Our goal is to enhance student learning, improve interpersonal skills, and develop critical thinking abilities through a responsive and engaging academic atmosphere.

Equity and Academic Achievement:

At SDCCS, we are committed to offering every student fair and equitable educational opportunities. This commitment is reflected in our efforts to enable all students to reach high academic standards, develop social skills, and build self-confidence and self-esteem. We strive to foster empathetic worldviews and prepare students to excel in various learning environments, not just within our school but beyond.

In aligning with the statewide standards as required by the Charter Schools Act, SDCCS not only meets but strives to exceed the benchmarks that define excellence in education. Our educational philosophy ensures that we remain a leader in providing a comprehensive, nurturing, and intellectually stimulating educational experience that equips our students to become conscientious, well-rounded global citizens.

Educational Program Elements (How Learning Best Occurs)

SDCCS 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, ask probing questions, encourage intellectual exploration, experiment, and provide needed resources in a warm, welcoming classroom environment. This results in a project-based curriculum built on student interests and needs. This facilitates

interactions, explorations, problem-solving, constructing knowledge, and developing conceptual skills. Students learn Language Arts, Mathematics, and Science concepts through direct experiences.

In a developmentally-based, child-centered classroom, educators understand that students progress at different rates and respond to various instructional strategies and tools. Educators at SDCCS nurture every learning style and provide an environment for each learner to make significant progress. Lessons are differentiated to meet each child's needs. Teachers, parents, and students collaborate each fall in individual goal-setting conferences to set intentions for each child. SDCCS fosters an environment where students and their families are vested partners in the child's education and growth.

SDCCS believes in fostering growth in the whole child, providing a multi-dimensional education to develop each child academically, socially, emotionally, physically, artistically, and culturally. In addition to an academically rich environment, students enrolled at SDCCS attend art, music, PE, and dance classes. There are two full-time counselors to provide social-emotional education and support. In Middle School, students have a wide variety of elective classes, including but not limited to Integrated Math One, 3D Art and Multimedia Art, Book Club, Ballroom Dancing, PE, a student run and edited newspaper, ASB, as well as other choices designed to foster teamwork and creativity.

As described above, the SDCCS program is based on the following elements of success:

- Student-driven learning;
- A constructivist, developmental pedagogy that incorporates arts and movement in an effort to develop the whole child and allows students to make solid connections to the world around them.
- Academically rigorous, Common Core curricula;
- Effective and engaging instruction with commitment to providing learning experiences to match student learning styles and needs;
- A responsive and strong academic environment improves student learning, interpersonal communication, and critical thinking skills;
- 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 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.

Constructivist Approach: 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 that each learner controls their learning. Students learn through involvement, action, and choice 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.

Common Core: SDCCS uses Common Core standards to guide our instruction. It is the teacher's role to evaluate the needs and interests of the students in responsive classrooms and integrate the curriculum in meaningful ways to promote higher meaning. Through Universal Design lesson planning, SDCCS Staff provide multiple entry points and support for all learners.

Universal Design for Learning (UDL): UDL principles guide SDCCS educators toward student-centered pedagogical practices. The UDL mindset involves noticing, observing, connecting with, and focusing on students and planning curriculum in ways that allow all students to access and meaningfully manipulate the content during instructional time.

Role of Projects and Grade-Level Events: Project and problem-based learning is an essential part of SDCCS school philosophy and very much a prime component in the student culture. In different ways, multiple times a year, every grade practices planning, researching, preparing, and completing a project that interprets, synthesizes, and shares student learning and understanding. Teachers support – providing audiences for class museums, theme projects, etc. Students enjoy learning from and teaching others across grade levels.

Technology: Ensuring equitable access to education through technology is a cornerstone of our approach at our TK-8 school. Each year, we prioritize upgrading our technological resources to maintain high standards for all learners. Our dedicated staff consistently engages in professional development to stay abreast of cutting-edge strategies that not only support student learning but also enhance access to the curriculum through technology. By fostering a dynamic technological ecosystem, we empower our students to thrive in a digitally-driven world. It is important to note that we use technology as a tool and never to substitute the teacher.

Social and Emotional: SDCCS's comprehensive TK-8 social-emotional program, rooted in

evidence-based practices, equips our students with the essential skills needed to thrive academically and socially. Through a combination of targeted curriculum, ongoing staff training, and a supportive community ethos, we continue to cultivate a learning environment where every student can flourish academically, socially, and emotionally. Some of the programs used are Second Step, Zones of Regulation, Motivated to Act, Responsive Classroom and Mindup to name only a few. Our social-emotional curriculums are multifaceted, incorporating elements from various proven methodologies such as the Responsive Classroom approach and the CASEL framework. Through a structured series of lessons and activities, students learn valuable skills such as self-awareness, self-management, social awareness, relationship building, and responsible decision-making. These lessons are seamlessly integrated into the daily academic schedule, ensuring that students have ample opportunities to practice and internalize these skills in real-life contexts.

In addition to student-focused initiatives, SDCCS recognizes the importance of supporting the social-emotional development of our staff members. We invest in ongoing professional development opportunities, including workshops, seminars, and training sessions, specifically tailored to equip educators with the knowledge and tools necessary to foster a positive and supportive learning environment. By prioritizing the well-being of our staff, we ensure that they are better equipped to model healthy social-emotional behaviors and effectively support our students' growth in this area.

Transition to High School: SDCCS graduates filter into high schools throughout San Diego. Our alumni succeed in various types of high schools, from charter schools to the International Baccalaureate programs at San Diego High School and Point Loma High School. Our students are well-prepared to meet the demands of rigorous high school expectations and flourish by utilizing the critical thinking and creative problem-solving skills they acquired at SDCCS. These students are not only well-equipped for academic challenges but also self-aware young people who have learned self-advocacy and self-management. Our graduates have taken their SDCCS preparation into demanding careers, including practicing law, film making, scientific illustration, and teaching.

What it Means to Be Educated at SDCCS for the 21st Century

At San Diego Cooperative Charter School, we are committed to shaping educated individuals who embody our mission and align with our broad educational goals in the 21st century. An 'educated person' in our context encompasses a diverse range of values, skills, knowledge, and abilities that reflect the ever-changing demands of our globalized world. Our annual measurable pupil outcomes reflect these values, skills, knowledge, and abilities, ensuring that our students are equipped to thrive in a rapidly evolving world and make meaningful contributions to society.

Critical Thinking and Problem-Solving Skills: Students analyze complex issues, think critically,

and innovate solutions. They learn to identify problems, conduct research, and make informed decisions.

Effective Communication: Students convey ideas clearly, both verbally and in writing, adapting their communication styles for diverse audiences and contexts.

Global and Cultural Awareness: In our interconnected world, cultural competence and global awareness are crucial. Students respect diversity, appreciate various cultures, and value global cooperation.

Digital Literacy: Proficiency in technology and digital literacy is essential. Students learn to use technology, evaluate digital information critically, and navigate the digital landscape safely and ethically.

Adaptability and Resilience: We instill adaptability, resilience, and a commitment to lifelong learning. Students are prepared to face changing circumstances with confidence.

Ethical and Moral Values: Ethical integrity and moral values are at the core of our education. Students make decisions guided by empathy, integrity, and a dedication to social responsibility.

Collaboration and Teamwork: Students thrive in teamwork and collaboration. They respect diverse perspectives, contribute effectively, and cultivate a sense of collective achievement.

Entrepreneurial Mindset: We foster creativity, initiative, and an entrepreneurial mindset. Students can identify opportunities, take calculated risks, and transform ideas into action.

Civic Engagement: Students are active and informed citizens, understanding the workings of government, civic responsibilities, and the importance of participating in democracy.

Environmental Stewardship: We emphasize environmental awareness and responsibility. Students contribute to sustainable practices and environmental stewardship.

Wellness and Emotional Intelligence: Mental and emotional well-being are paramount. Students cultivate emotional intelligence, self-care, and stress management skills.

Continuous Self-Reflection and Learning: We encourage self-reflection and a commitment to lifelong learning. Students continually seek self-improvement and a deeper understanding of the world.

Curriculum and Teaching Methods

SDCCS provides each child with fair and equitable educational opportunities by adopting high quality curricula aligned with our philosophy. Curricula is 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 that each learner controls their learning. Students learn through involvement, action, and choice 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. Given SDCCS's commitment to constructivist pedagogical beliefs, the school does not attach itself to any one curriculum, however the school does utilize curricular tools and establishes clear elements for classroom learning.

At SDCCS, curriculum development is student-centered and inquiry-driven. It begins by understanding student needs and interests, aligning with educational standards and goals. Curriculum emphasizes hands-on, experiential learning, scaffolded to support student exploration and discovery. It's flexible, allowing for adaptation based on student needs, and integrates diverse perspectives. Assessment focuses on critical thinking and problem-solving skills, using methods like portfolios and projects to evaluate learning progress.

Every SDCCS classroom establishes these elements:

Elements of Constructivism	Description
Student-Centered Approach	<p>Needs and Interests: The curriculum is tailored to the needs, interests, and prior knowledge of the students. Teachers consider the unique backgrounds, experiences, and abilities of their students when planning instructional activities.</p> <p>Student Input: Students may be involved in the decision-making process regarding topics of study. Teachers gather input from students to ensure that the curriculum is relevant and meaningful.</p>
Inquiry-Based Learning	<p>Curiosity and Questions: Curriculum is designed to stimulate curiosity and encourage students to ask questions. Learning activities are structured around real-world problems or scenarios that prompt students to explore, investigate, and seek solutions.</p> <p>Problem-Solving Skills: Focus on developing critical thinking skills. Students learn to inquire, analyze information, and draw conclusions through hands-on activities and collaborative projects.</p>
Flexible and Adaptive Planning	<p>Adaptability: Constructivist teachers are flexible. They adjust their plans based on ongoing assessments of student understanding and feedback. If students show a particular interest in a topic, the teacher</p>

	may choose to delve deeper into that area.
Authentic Assessments	Performance Assessments: Assessment methods emphasize authentic, real-world tasks, projects, and other performance-based evaluations that demonstrate understanding and application of concepts.
Scaffolding and Support	Zone of Proximal Development: Teachers provide scaffolding to help students reach their Zone of Proximal Development (ZPD), the range of tasks that a learner can perform with the help of a more knowledgeable person (teacher, peer, etc.). Curriculum is designed to ensure that students are appropriately challenged.
Collaborative Learning	Group Activities: The curriculum often includes collaborative learning experiences. Group projects are used to encourage interaction, communication, and the sharing of diverse perspectives.
Reflection and Metacognition	Reflective Practices: Students are encouraged to reflect on their learning experiences. Teachers facilitate discussions that help students become aware of their thinking processes, promoting metacognition (thinking about one's own thinking) to enhance deeper understanding.
Integration of Technology	Digital Resources: Technology is integrated to enhance the learning experience. Teachers may use digital resources, interactive tools, and multimedia to support students in constructing their own knowledge.
Continuous Professional Development	Teacher Training: Teachers engage in ongoing professional development to refine their constructivist teaching practices. This includes staying current on educational research, attending workshops, and collaborating with colleagues to continuously improve curriculum design and delivery.

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

Reading:

- Integrated Thematic Instruction - Integrated Thematic Instruction (ITI) in a constructivist, progressive, developmental school setting offers numerous benefits by promoting meaningful learning through the integration of multiple subject areas into cohesive themes or topics. This approach encourages inquiry-based learning, where students actively engage with the material, ask questions, and explore topics of interest. ITI supports holistic development, fostering not only academic skills but also critical thinking, creativity, communication, and collaboration. Moreover, ITI enhances student engagement by providing opportunities for exploration and relevance, empowering students to take ownership of their learning. Through interdisciplinary connections, students develop a deeper understanding of the interconnected nature of knowledge. Additionally, ITI allows for differentiation and encourages reflection, supporting students' development as self-directed learners who are aware of their own learning processes. Overall, ITI aligns well with the principles of constructivism, progressivism, and developmental education, creating dynamic and engaging learning experiences that prepare students for success in the real world.
- Nancy Atwell - The Reading Zone - "The Reading Zone" by Nancy Atwell serves as a cornerstone for San Diego Cooperative Charter School's constructivist, progressive, and developmental approach to education. At SDCCS, students are encouraged to actively construct their understanding of the world around them through hands-on experiences and meaningful interactions. Atwell's emphasis on student choice and engagement in reading aligns perfectly with SDCCS's commitment to personalized learning, where each student's unique interests and abilities are honored and cultivated. By fostering a love for reading through self-selected texts, SDCCS promotes intrinsic motivation and a lifelong passion for learning. This approach not only enhances students' literacy skills but also nurtures their cognitive, emotional, and social development, in line with the holistic educational philosophy of SDCCS. Through "The Reading Zone," SDCCS empowers students to become independent learners who are curious, critical thinkers, and compassionate members of their community.
- Words Their Way - Words Their Way is a developmental approach to spelling instruction that focuses on students' individual stages of spelling development rather than prescribing a one-size-fits-all curriculum. In a constructivist, progressive, and developmental school setting, Words Their Way can be highly beneficial as it aligns with the principles of student-centered learning and individualized instruction. By allowing students to explore and construct their understanding of spelling patterns through hands-on activities, word sorts, and inquiry-based learning, Words Their Way fosters a deep conceptual understanding of language. This approach promotes critical thinking, problem-solving, and metacognitive skills as students actively engage with word patterns and phonics rules in a meaningful context. Moreover, it supports a growth mindset by recognizing and celebrating each student's progress and unique learning journey, empowering them to take ownership of their learning and develop a lifelong love for language and literacy.

- Fontas and Pinnell - Guiding Readers and Writers, Guided Reading - Implementing Fontas and Pinnell's Guided Reading approach at San Diego Cooperative Charter School (SDCCS) aligns perfectly with our educational philosophy. By prioritizing small-group instruction tailored to students' individual needs and levels, Guided Reading promotes active engagement with texts, fosters critical thinking, and encourages meaningful discussions. This approach empowers students to construct their understanding of texts, make connections to their prior knowledge, and develop essential literacy skills in a supportive environment.
- Really Great Reading/Orton Gillingham Reading Instruction - Incorporating the Orton Gillingham approach through resources like Really Great Reading can be transformative. By aligning with the principles of constructivism, this structured, multisensory method empowers students to actively construct their understanding of language and literacy. Through its systematic, individualized instruction tailored to students' unique learning profiles, Orton Gillingham fosters not only literacy skills but also self-confidence and autonomy. Its progressive nature ensures that students progress at their own pace, building foundational skills while also encouraging exploration and growth. Additionally, the developmental aspect of Orton Gillingham recognizes and addresses the diverse needs and stages of learners, ensuring that every student receives targeted support for their specific challenges. By integrating Really Great Reading materials within this framework, educators can create a dynamic learning environment where students thrive academically and personally, unlocking their full potential as confident, proficient readers and thinkers.
- Readers / Writers Workshop - At SDCCS implementing a readers and writers workshop approach could be highly beneficial. By fostering a student-centered environment where learning is actively constructed through exploration and collaboration, this approach empowers learners to engage deeply with texts and writing processes. Through guided instruction and individualized support, students develop critical thinking skills, creativity, and literacy proficiency at their own pace, aligning with the progressive ethos of honoring diverse learning styles and interests. Moreover, the workshop model cultivates a sense of ownership and agency over one's learning journey, promoting self-directed inquiry and meaningful connections to real-world contexts, which are fundamental principles in a developmental educational framework.
- EL Education Curriculum - The EL Education Curriculum is uniquely suited for SDCCS, offering a comprehensive approach that aligns perfectly with the school's values and educational goals. Known for its emphasis on real-world learning experiences, community engagement, and character development, EL Education fosters a dynamic learning environment that encourages students to become active participants in their education and community. By integrating hands-on projects, fieldwork, and a focus on ethical citizenship, EL Education not only prepares students academically but also equips them with the skills and values necessary to thrive in a diverse and ever-changing world.

Writing:

- Lucy Calkins Units of Study - Lucy Calkins' methods encourage active engagement, critical thinking, and creativity. Her emphasis on authentic, meaningful tasks fosters deep understanding and connections between students' prior knowledge and new concepts, aligning with the constructivist approach. Additionally, Calkins' focus on individualized instruction and flexible learning pathways supports the progressive ideology, allowing students to learn at their own pace and in ways that suit their unique strengths and interests. Moreover, her developmental perspective acknowledges the importance of scaffolding instruction to meet students at their current level of readiness, promoting continuous growth and progress. Overall, implementing Lucy Calkins' methodologies in such a school setting could enhance student autonomy, agency, and holistic development, aligning closely with the core values of constructivism, progressivism, and developmental education.
- Nancy Atwell - In The Middle - Nancy Atwell's approach emphasizes student choice, authentic writing experiences, and a supportive community of readers and writers—all of which resonate deeply with the principles of SDCCS. By implementing "In The Middle," educators can empower students to take ownership of their learning journeys, fostering creativity, critical thinking, and collaboration. Within this developmental framework, Atwell's program could serve as a cornerstone for cultivating a literacy-rich environment where students actively construct knowledge, engage in meaningful dialogue, and develop the skills necessary for lifelong learning and success in an ever-changing world.
- Ralph Fletcher - Writers Workshop, The Essential Guide, Craft Lessons, Nonfiction Craft Lessons, Writer's Notebook - Ralph Fletcher's resources, including "Writers Workshop: The Essential Guide," "Craft Lessons," "Nonfiction Craft Lessons," and "Writer's Notebook," are invaluable for students at SDCCS as they promote a student-centered approach to writing instruction. By emphasizing creativity, expression, and personal voice, Fletcher's materials empower students to construct their understanding of writing through meaningful exploration and reflection. Through the use of mentor texts and hands-on activities, Fletcher's resources inspire students to engage actively in the writing process, fostering a sense of ownership and agency in their writing development.
- Stephanie Harvey - Nonfiction Matters, Strategies That Work - "Nonfiction Matters" and "Strategies That Work" by Stephanie Harvey are invaluable resources for students due to their practical and engaging approach to reading comprehension. Through these books, students learn effective strategies for understanding and analyzing nonfiction texts, empowering them to navigate complex informational texts with confidence. Harvey's emphasis on critical thinking skills equips students with essential tools for academic success and lifelong learning.

Math:

- Illustrative Math - Illustrative Math, with its emphasis on conceptual understanding, problem-solving, and inquiry-based learning, aligns well with the pedagogical belief of SDCCS. By presenting mathematical concepts in real-world contexts and fostering student-led exploration, it empowers learners to construct their own knowledge and meaning in mathematics. This approach encourages students to engage deeply with mathematical ideas, develop critical thinking skills, and cultivate a growth mindset towards learning. Additionally, the emphasis on multiple representations and collaborative problem-solving supports the diverse needs and learning styles of students, promoting a sense of ownership and agency in their mathematical learning journey within a constructivist, progressive, and developmental school environment.
- Jo Boaler - What's Math Got To Do With It? (she is a math Goddess!) "Jo Boaler's 'What's Math Got to Do with It?' significantly benefits SDCCS by fostering a mindset that values mathematical exploration, creativity, and critical thinking over rote memorization and standardized testing. Boaler's emphasis on mathematical mindset encourages students to embrace mistakes as opportunities for learning, promoting a growth mindset that aligns well with the constructivist approach. Her advocacy for open-ended tasks, collaboration, and real-world applications empowers students to engage deeply with mathematical concepts, encouraging them to construct their understanding rather than passively receiving information. By implementing Boaler's strategies, such a school can cultivate a culture where students view math as a dynamic, meaningful subject that connects to their lives and encourages lifelong learning."
- John Van de Walle - Elementary and Middle school Math, Teaching Student-Centered Math - "Teaching Student-Centered Mathematics" by John Van de Walle is an ideal fit for constructivist schools, as it aligns perfectly with the philosophy of student-driven learning and active construction of knowledge. Van de Walle's emphasis on hands-on exploration and inquiry-based instruction empowers students to construct their understanding of mathematical concepts collaboratively. By centering the learning process on students' experiences and insights, this book facilitates deep conceptual understanding and fosters a lifelong love of mathematics within a constructivist educational framework.
- Marilyn Burns - About Teaching Math - "About Teaching Mathematics" by Marilyn Burns is a fantastic resource for students because it fosters a deep understanding of mathematical concepts through hands-on activities and real-world applications. Burns' approach encourages students to explore and make sense of mathematical ideas, promoting both conceptual understanding and procedural fluency. With its emphasis on inquiry-based learning and problem-solving, this book inspires students to become confident and proficient mathematicians.
- Marcy Cook - Marcy Cook's math materials are invaluable for SDCCS due to their emphasis on open-ended problem-solving and conceptual understanding. Cook's approach encourages students to explore mathematical concepts through hands-on activities and collaborative inquiry, fostering a deep and meaningful understanding of mathematics. By engaging students in authentic mathematical experiences that promote critical thinking and

creativity, Cook's materials empower learners to construct their knowledge and develop a lifelong appreciation for math.

Professional Development

At San Diego Cooperative Charter School, we believe in the transformative power of constructivist pedagogy and restorative practices to foster meaningful learning experiences and cultivate a positive school culture. In addition to our commitment to diversity, equity, and inclusion (DEI) and book studies, our professional development plan incorporates training and exploration around constructivism and restorative practices. Through workshops and seminars, our staff members engage in discussions and hands-on activities to deepen their understanding of constructivist principles, emphasizing the importance of active, inquiry-based learning and student-centered instruction. By exploring methodologies that prioritize student agency, collaboration, and critical thinking, educators gain practical strategies for designing and facilitating engaging learning experiences that honor the diverse strengths and perspectives of all learners.

Furthermore, we recognize the importance of restorative practices in building and maintaining a supportive and inclusive school community. Staff members participate in training sessions focused on restorative justice principles, conflict resolution strategies, and community-building techniques. Through role-playing exercises, case studies, and reflective discussions, educators learn how to cultivate restorative mindsets and practices within their classrooms and throughout the school environment. By fostering empathy, accountability, and meaningful connections, restorative practices contribute to a positive school climate where conflicts are addressed constructively, relationships are strengthened, and all members feel valued and supported.

By integrating constructivism and restorative practices into our professional development plan, alongside DEI initiatives and book studies, we empower our staff to create dynamic and inclusive learning environments that nurture the academic, social, and emotional growth of every student. Through ongoing collaboration, reflection, and growth, we strive to cultivate a school community where all individuals feel empowered to thrive and contribute to a more just and equitable society.

SDCCS sets annual focus areas for staff development aligned with school LCAP goals and areas of identified student and staff needs. For example, recent staff development focus areas include:

- Universal Design for Learning: SDCCS staff will demonstrate intentional, consistent implementation of UDL and personal growth in differentiation as evidenced by observation, student work, and teacher plans.
 - The specific UDL foci for the year include implementing EL literacy supports across the curriculum and at all grade levels and developing number sense among students.

- **Community Building:** SDCCS staff will consistently and intentionally cultivate a supportive classroom and school community with students, parents, and colleagues as evidenced by observation, teacher plans, parent education, and team agendas.
 - The specific Community Building foci are the Responsive Classroom (K-5), Restorative Justice (6-8), proactive management strategies, and verbal de-escalation strategies.
- **Parent Engagement:** SDCCS will actively engage parents in the school community (education, appreciation, communication) as evidenced by 95% of families attending 2 or more school functions in the calendar year.

All teachers participate in weekly professional development sessions throughout the school year, and participate in summer development according to the following annual calendar:

Days and Times	Number of Days	Who	PD Topics
Day Academy	5	Teachers new to SDCCS	History, Pedagogy, Management, Foundations, UDL, Behavioral Understanding, Parent Engagement
Summer Training and Prep	5	Teachers	Foundational Training, Safety, Curriculum, Annual Themes, Team Building, IM Training
Summer Training and Prep	3	Instructional Assistants	SPED Training, IEP Study, Case Management Training
Teacher Workdays	5	Teachers and Instructional Assistants	Ongoing Professional Development, Book Studies and MTSS/Case Management/ELD Team Collaboration

Staff Recruitment

At San Diego Cooperative Charter School, we are committed to fostering a diverse and inclusive community that reflects the rich tapestry of Linda Vista. To ensure a diverse hiring pool, we continually review and refine our hiring practices, examining potential biases and barriers that may exist. We actively seek out diverse recruitment channels and partnerships with organizations that share our commitment to equity and inclusion such as SDSU. Our hiring committees, composed of teachers, undergo training in culturally competent interviewing techniques and implicit bias awareness to ensure fair and equitable evaluations of candidates. We prioritize assembling diverse hiring panels to bring multiple perspectives to the selection process.

Furthermore, we support ongoing professional development for all staff and cultivate inclusive policies and practices that promote a supportive work environment. Through these efforts, we strive to create a welcoming and inclusive atmosphere where all members of our community can thrive.

Hiring Process

1. A committee of 5-7 teachers across grade levels forms and a chair selected. All committee members MUST be present for the full process — all interviews, all components, no exceptions.
2. The job (or jobs) is posted on EdJoin by the committee chair using the General Job Posting.
3. Resumes are screened using the criteria in the Requirements for Applicant Cover Letter and Resume document.
4. Send the questions from the Email Response Questions via email to applicants who pass the resume and cover letter screening from step #3. Applicants have 24-hours to respond.
5. The committee will review the Email Response Question responses from applicants using the Email Response Scoring Guide. Applicants with total scores from 8-12 can be considered to move on to the next round.

Applicants MUST complete the following in person:

6. Applicants who have made it to this stage in the process are invited for a group tour of the campus and then assigned to a classroom for an hour to support a teacher and work/interact with students. Observations about applicants will be shared in person or via Google doc by the end of the day, and a decision about whether to move them onto the lesson, unit, and interview component will be made.

Steps 7-8 are scheduled and planned all at once. Applicants will receive a document outlining the process and expectations once invited for the lesson/interview.

7. Applicants are scheduled to teach a brief lesson (20-30 minutes) to a group of students on a Thursday or Friday. Applicants will prepare and submit a unit plan from which their lesson would fit. Applicants will be able to choose a multiage group they are most interested in teaching (unless hiring for a specific opening) and given guidance regarding the topic. Members of the committee will evaluate the lesson using the Teacher Lesson Classroom Observation Form. Applicants are instructed to reflect on their lesson in preparation for a debrief during the formal interview.
8. Applicants are scheduled for an interview on the Saturday following the Thursday or Friday lesson. Interview responses and units will be scored using the Interview Question Scoring Guide document.

9. The committee decides which applicants should advance to the principal’s (or their designee) interview. The principal interviews applicants the following Monday.
10. The hiring committee chair/co-chair calls applicants’ references.
11. The committee makes a decision about who is added to our hiring pool and what grade levels they would be best suited/qualified for.
12. Applicants will be offered positions as openings occur.

Academic Schedule

SDCCS’s Academic Calendar provides at least 175 instructional days. The academic calendar for the years of the charter term shall be similar to the 2024-2025 Academic Calendar included below:



**San Diego
COOPERATIVE
CHARTER SCHOOL**

2024-2025 School Year Calendar

2024 Important Dates	
July 30 th -August 1 st :	Teacher Academy
August 2 nd -9 th :	Teachers Return
August 12 th :	First Day of School
September 2 nd :	Labor Day
September 19 th :	Peace Day Celebration
September 24 th -27 th :	Goal Setting Conferences
October 17 th -18 th :	Fall Break
October 31 st :	Halloween
November 1 st :	Staff Workday
November 7 th :	Project Night
November 11 th :	Veteran’s Day
November 25 th -29 th :	Thanksgiving Break
December 19 th :	Teacher Workday
December 20 th -December 31 st :	Winter Break
2024/2025 Important Dates	
January 1 st -January 3 rd :	Winter Break
January 10 th :	End of Semester 1
January 13 th :	Start of Semester 2
January 6 th :	Teacher Workday
January 20 th :	Martin Luther King Day
January 29 th -January 31 st :	Parent/Teacher Conferences
February 14 th -17 th :	President’s Day
March 7 th :	Teacher Workday
March 31 st -April 4 th :	Spring Break
April 30 th -May 2 nd :	Student Led Conferences
May 23 rd :	Teacher Workday
May 26 th :	Memorial Day
May 29:	Last Day of School
May 30 th :	Teachers Last Day

JULY 2024							NOVEMBER 2024							MARCH 2025						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
1	2	3	4	5	6		3	4	5	6	7	8	9	2	3	4	5	6	7	8
7	8	9	10	11	12	13	10	11	12	13	14	15	16	9	10	11	12	13	14	15
14	15	16	17	18	19	20	17	18	19	20	21	22	23	16	17	18	19	20	21	22
21	22	23	24	25	26	27	24	25	26	27	28	29	30	23	24	25	26	27	28	29
28	29	30	31											30	31					

AUGUST 2024							DECEMBER 2024							APRIL 2025						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5		
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30	31					27	28	29	30			

SEPTEMBER 2024							JANUARY 2025							MAY 2025						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
1	2	3	4	5	6	7	1	2	3	4								1	2	3
8	9	10	11	12	13	14	5	6	7	8	9	10	11	4	5	6	7	8	9	10
15	16	17	18	19	20	21	12	13	14	15	16	17	18	11	12	13	14	15	16	17
22	23	24	25	26	27	28	19	20	21	22	23	24	25	18	19	20	21	22	23	24
29	30						26	27	28	29	30	31		25	26	27	28	29	30	31

OCTOBER 2024							FEBRUARY 2025						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						1							1
6	7	8	9	10	11	12	2	3	4	5	6	7	8
13	14	15	16	17	18	19	9	10	11	12	13	14	15
20	21	22	23	24	25	26	16	17	18	19	20	21	22
27	28	29	30	31			23	24	25	26	27	28	

First Day/Last Day of School	Holidays (No School)
Minimum Days	Teacher/Staff Workday (No School)
School Event	End/Start of the Semester

Bell Schedule: Grades TK-5

	Schedule	Instructional minutes per day	Instructional minutes per year
Regular Days	8:30am - 3:05pm	337	44,484
Modified Days	8:30am - 12:30pm	240	1,680
Minimum Days	8:30am - 12:30pm	240	8,640
Total			54,804

Bell Schedule: Grade 6-8

	Schedule	Instructional minutes per day	Instructional minutes per year
Regular Days	8:30am - 3:05pm	395	46,464
Modified Days	8:30am - 12:30pm	240	1,680
Minimum Days	8:30am - 12:30pm	240	8,640
Total			56,784

Middle School		Instructional Time		# of Min. Passing	Inst. Mins per period	
Regular day	Period	from	to			
	Recess #1	08:15 AM)	08:30 AM)		15	
	1	08:31 AM)	09:26 AM)	1	55	
	2	09:27 AM)	10:17 AM)	1	50	
	Break	10:17 AM)	10:30 AM)		13	
	Core 3/4	10:31 AM)	12:31 PM)	1	120	
	Lunch/Recess #2	12:31 PM)	01:01 PM)		30	
	Core 5/6	01:05 PM)	03:05 PM)	4	120	
				7	403	410
	Minus excess passing time and break			7	58	
				7	345	352

Grade Configurations

Classrooms at SDCCS are configured in multiple ways to consider the needs of students,

teachers, and families. Some configurations include multiage classrooms and looping, both allowing multiple years with the same teacher. This supports both students and families in having strong relationships with their teachers and fewer transitions for families. Connection is at the heart of our community, and a close relationship with the teacher is essential for both students and parents/guardians.

Goals for Enabling Pupils to Become or Remain Self-Motivated

SDCSS sets clear standards for what students should achieve, and through ongoing assessment identifies which students are not achieving at expected levels. SDCCS provides a robust, targeted intervention program to support the needs of all learners. Refer to “Element 2, Measurable Pupil Outcomes and Element 3, Method by Which Pupil Progress Toward Outcomes will be Measured” for goals related to the Eight State Priorities as identified in the CA Education Code 52060(d) and the actions SDCCS will take to achieve these goals. SDCCS shall adopt any templates required by the State Board of Education in developing its LCAP.

SDCCS has set the following objectives to ensure pupils become or remain self-motivated, competent, lifelong learners:

1. Cultivate a growth mindset culture: Create growth mindset workshops for students, aiming to increase the number of students who believe in their ability to improve through effort and perseverance by 20% as measured by a survey administered at the beginning and end of each school year.
2. Foster student ownership of learning: At both goal setting and student-led conferences annually, students take responsibility for discussing their progress, challenges, and goals with parents and teachers, promoting self-reflection and accountability. We will measure this with the percentage of students and families who participate in conferences annually.
3. Integrate goal-setting into curriculum: Develop a framework for setting short-term and long-term goals aligned with students' interests and aspirations across all grade levels, with a target of 90% of students actively engaged in setting and tracking their goals by the end of the school year.
4. Implement a comprehensive student support system: Develop and implement a tiered intervention program that provides targeted support for students who are struggling academically or lacking motivation, with the goal of reducing the achievement gap by 15% within one academic year as measured by the CAASPP, NWEA Maps and ELPAC testing.
5. Promote student agency in decision-making: We have established an ASB where students have a voice in school policies, activities, and events, fostering a sense of ownership and empowerment within the school community. We will annually measure the effectiveness

through our LCAP Student Survey.

6. Provide opportunities for self-assessment and reflection: Incorporate regular opportunities for students to reflect on their learning progress, strengths, and areas for growth through journals, portfolios, or digital platforms, aiming for 100% participation by the end of each grading period.
7. Continuously assess and adjust practices: Regularly collect feedback from students, parents, and teachers on the effectiveness of strategies aimed at promoting self-motivation, using data to inform ongoing improvements and adjustments to the school's approach.

Assessment Process and Trends

SDCCS students are tested three times a year, twice for the Northwest Evaluation Association's (NWEA) Measure of Academic Performance (MAP), aligned with Common Core State Standards and a form of verified data, and once for CAASPP. MAP testing occurs at the beginning and end of the year. These assessments are used to monitor student progress and deficiencies over time. As a staff, SDCCS reviews the results in teaching teams and content clusters and disaggregates the student data annually, looking for trends, surprises, program improvements, and student needs. The data is used to inform educational practice, but it is a moment in time, and formative assessments by highly trained teaching professionals are critical to our program development.

Due to SDCCS's development program, third grade test results are often lower than other grades as we believe in giving kids the time to develop both the love of reading and the skills accompanying that passion for learning. The delayed improvement in test scores with progressive, developmental education can be attributed to its focus on holistic growth, interactive learning experiences, and long-term understanding rather than short-term memorization. Progressive, developmental education focuses on holistic growth rather than solely on test scores. It emphasizes critical thinking, problem-solving skills, creativity, and other attributes that are not always easily quantifiable through standardized testing. Therefore, the impact of such education may take longer to manifest in improved test scores compared to more traditional, rote-learning approaches. Furthermore, progressive education often involves more interactive and exploratory learning experiences, which may not align perfectly with the format of standardized tests. Students may need time to adapt to this style of learning and develop the skills necessary to excel in both the classroom and on tests. Additionally, progressive education values long-term understanding and mastery of concepts over short-term memorization for tests. While this approach may lead to deeper learning and comprehension in the long run, it might not immediately translate into higher test scores.

SDCCS Meets the Needs of All Learners



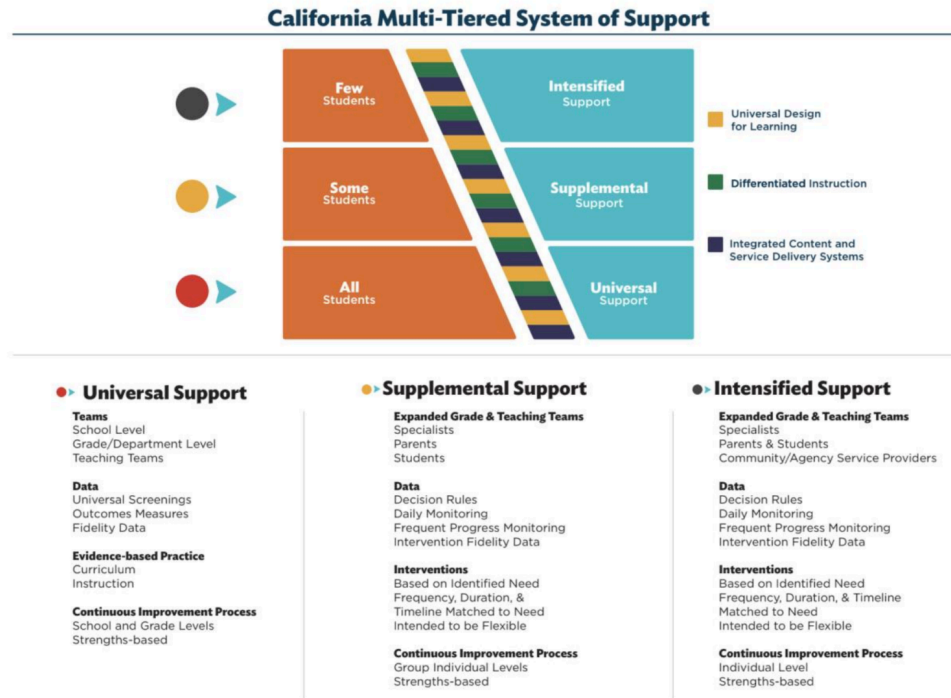
San Diego Cooperative Charter School Tier One Promise and Core Practices

LANGUAGE ARTS & HISTORY	STEM	SCHOOLWIDE PRACTICES	STUDENT-CENTERED SUPPORT	PARENT & SCHOOL COMMUNITY
Really Great Reading (Science of Reading) TK-4	Illustrative Mathematics	Constructivist & Project-Based TK-8	Full Inclusion Model for Students with IEPs	Project Nights (x3)
Writer's Workshop TK-8	Science Investigations	Multiage Projects & Experiences	Specialized Study Halls for Multilingual and Students with Special Needs (6-8)	Class Parent Meetings
Reader's Workshop TK-8	Science Families (Multiage, 6-8)	Responsive Classroom and Morning Meeting (TK-5)	Universal Design for Learning (UDL)	PSA
Exit Portfolio Presentations (8)	Problem-Based, Real World Collaborative Learning	Goal Setting and Student-Led Conferences (TK-8)	Social-Emotional Learning (TK-8)	Parent Volunteers
History Simulations (3-8)	Gardening Program	Field Trips (TK-8) Extended Field Trips (5-8)	MTSS Tier 2 Interventions & Supports	Collaborative Model of Support for Students

SDCCS follows the “All Means All” sentiment, which aims to ensure the school meets the needs of each and every student by giving all students access to the general education curriculum, instruction, and activities of their grade-level peers. SDCCS uses the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP), aligned to the California’s Eight State Priorities to provide the infrastructure for creating a schoolwide system of supports following California’s Multi-Tiered System of Support Framework. SDCCS draws upon a variety of school and community “resources to address each and every student’s academic, behavioral and social-emotional learning through a continuum of support that is universally designed and differentiated to meet the needs of the whole child.” SDCCS follows the core pillars of the CA MTSS Framework which include “inclusive academic instruction supported by California’s StateStandards and Frameworks; Response to Instruction and Intervention (RtI2); Restorative Practices; and Inclusive Social Emotional Learning (SEL) guided by the California SEL principles” (Guide to Understanding California’s MTSS).

SDCCS follows the California MTSS “All, Some, Few” continuum of support. A key component of SDCCS’s MTSS is the implementation of evidence-based student supports while monitoring

and documenting student progress. Evidence-based practices include integrated educational support, family and community engagement, strong leadership, and inclusive policies and practices.



At SDCCS, we are committed to providing comprehensive support to our low-income student population. Over half of our students are socioeconomically disadvantaged. Through targeted programs and initiatives, we aim to address their unique needs and foster an environment where every student can thrive academically and personally.

1. Before and After School Programs:

We have before and after school programs specifically designed to support low-income students. These programs offer academic enrichment, homework assistance, and access to resources to supplement learning outside of regular school hours. Additionally, nutritious snacks will be provided to ensure students have the sustenance needed for optimal focus and performance.

2. Tutoring Services:

Recognizing the importance of personalized support, we offer tutoring services tailored to the needs of low-income students. Qualified tutors provide individualized assistance in core subjects, helping students build confidence and strengthen academic skills.

3. Parent Education Classes and Engagement:

To empower parents and caregivers as partners in their child's education, we offer parent

education classes and workshops. Topics include strategies for supporting academic success at home, navigating the education system, and accessing available resources. We actively engage parents through regular communication, family events, and opportunities for involvement in school activities.

4. Access to Direct Services:

We are dedicated to ensuring that low-income students have access to essential services beyond the classroom. We collaborate with community organizations and agencies to provide access to healthcare, mental health support, housing assistance, and nutrition programs. By facilitating access to these services, we aim to remove barriers to learning and promote the overall well-being of our students.

5. Evaluation and Monitoring:

Regular assessment of program effectiveness is conducted through data collection, surveys, and feedback from students, parents, and staff. Academic progress, attendance, and behavioral indicators are monitored to gauge the impact of interventions on student outcomes. Based on evaluation findings, adjustments are made to programs and services to ensure they remain responsive to student needs.

6. Collaboration and Partnerships:

We forge partnerships with community organizations, local businesses, and educational institutions to expand resources and support available to low-income students. Collaboration with district stakeholders will be prioritized to coordinate efforts and maximize impact. By working together, we can leverage collective resources and expertise to better serve our students.

7. Budget Allocation:

Sufficient resources are allocated to fund the implementation and sustainability of targeted programs and services for low-income students. Investments are made in staffing, materials, and community partnerships to ensure equitable access to opportunities and support for all students.

8. Communication and Outreach:

Clear and transparent communication is provided to stakeholders regarding the purpose, goals, and outcomes of programs and initiatives serving low-income students. Multiple communication channels, including newsletters, social media, and community meetings, are utilized to engage stakeholders and solicit feedback.

Through the implementation of this comprehensive plan, we are committed to supporting the success and well-being of our low-income students, ensuring that they have the resources and support necessary to thrive academically and personally.

Plan for Low-Achieving Students

During the pandemic, SDCCS strategically decided not to enroll when students moved or disenrolled. We did this to ensure small class sizes upon our return to on-site learning. Slowly, we have been building our enrollment back up, and we have only just reached full enrollment in 2023. Now, with seats filled, we noticed a decline in test scores. Though eager to learn, the new students lacked the familiarity and support of those who had been with the school longer. Many faced language barriers or learning disabilities. Recognizing the need for intervention, the school implemented tutoring programs and small-group instruction. With time, these efforts will begin to yield positive results, showcasing the school's commitment to providing quality education for all students.

The primary goal of this plan is to provide targeted and differentiated support to low-achieving students within the constructivist, progressive educational framework for grades TK-8. Similar to SDCCS's core academic model, this plan aims to foster a positive learning environment that encourages active engagement, critical thinking, and self-directed learning while supporting students' more acute academic needs.

Individualized Learning Profiles for Low-Achieving Students:

Conduct comprehensive assessments to identify each student's strengths, weaknesses, learning styles, and preferences, considering cultural backgrounds and family dynamics.

Create individualized learning profiles for each low-achieving student through the SST or 504 process, incorporating insights from assessments and fostering a deep understanding of each student's holistic needs.

Differentiated Instruction:

Design and implement diverse instructional strategies grounded in the principles of constructivism, tailored to the unique learning styles and interests of our students.

Provide flexible grouping options that reflect the cooperative ethos of our school, allowing students to work collaboratively and learn from their peers while honoring individual contributions.

The staff to student ratio is an important factor in the success of our students. With the use of our instructors, student teachers, instructional assistants, administrators and special education staff our classrooms are well suited to meet the needs of all students.

Project-Based Learning:

Develop project-based learning activities that not only align with curriculum standards but also reflect the rich cultural diversity and environmental context of San Diego.

Encourage hands-on experiences that empower students to explore real-world problems within their community, fostering a sense of civic engagement and responsibility.

Scaffolded Learning:

Break down complex concepts into manageable steps, offering support and guidance as students progress through our scaffolded curriculum.

Gradually reduce scaffolding to promote independence and confidence in students' abilities to navigate academic challenges with resilience and resourcefulness.

Integrated Technology:

Utilize educational technology judiciously to enhance the learning experience, providing interactive and multimedia resources that complement our project-based approach.

Offer access to adaptive learning platforms that personalize instruction and address individual skill gaps, ensuring equitable opportunities for all students to succeed.

Continuous Formative Assessment:

Implement ongoing formative assessments rooted in authentic, real-world tasks that reflect the diverse ways in which our students demonstrate their understanding.

Use assessment data to collaboratively adjust instructional strategies within our cooperative community, fostering a culture of shared responsibility for student success.

Individualized Learning Plans (ILPs):

Develop ILPs for each low-achieving student in collaboration with teachers, students, and parents, setting specific, achievable goals and monitoring progress regularly.

Cultivate a strong home-school partnership through open communication and shared decision-making, ensuring that ILPs reflect the collective aspirations of our cooperative community.

Social-Emotional Learning (SEL):

Integrate SEL activities seamlessly into our curriculum and daily routines, nurturing students' emotional well-being and interpersonal skills.

Provide opportunities for students to develop empathy, resilience, and a growth mindset, fostering a supportive classroom culture where every voice is valued and heard.

Professional Development for Educators:

Offer ongoing professional development opportunities that honor the expertise of our teachers while empowering them to embrace innovative, student-centered pedagogies.

Foster a collaborative learning community where educators can share best practices, reflect on their teaching experiences, and collectively envision the future of education at our cooperative charter school.

Regular Review and Adaptation:

Schedule regular reviews of student progress and the effectiveness of instructional strategies, inviting input from students, parents, and staff.

Adapt our support plan dynamically based on ongoing assessments, feedback, and the evolving needs of our diverse student body, ensuring that every student thrives in our cooperative learning environment.

By implementing this tailored support plan, the San Diego Cooperative Charter School aims to create an inclusive and empowering learning community where every student can achieve academic success and personal fulfillment.

Plan for High-Achieving Students

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

San Diego Cooperative Charter School's plan for supporting high-achieving students in a progressive, developmental, constructivist Tk-8 school:

Differentiated Instruction:

- Tailor instruction to meet the diverse needs of high-achieving students by offering advanced content, depth, and complexity.

- Provide flexible grouping strategies, allowing students to work independently or collaboratively based on their learning preferences.

Project-Based Learning (PBL):

- Allow students to choose projects that align with their interests and passions, fostering intrinsic motivation while providing them with opportunities to access materials at their reading and comprehension levels.

Mentorship Programs:

- Establish mentorship programs where high-achieving students can connect with teachers, professionals, or older students who share similar interests. Our multiage configuration in middle school allows a structure for peer mentors.

Enrichment Opportunities:

- Offer enrichment activities such as advanced courses, workshops, and extracurricular programs that cater to the specific interests and talents of high-achieving students.
- In middle school we offer multiple high school level classes that allow for students to participate in advanced curricular studies.

Flexible Assessment Methods:

- Utilize varied assessment methods, including project portfolios, presentations, and performance-based assessments, to accurately measure the depth of understanding and skills of high-achieving students.

Community Engagement:

- Foster connections with the local community and professionals to provide real-world experiences, internships, or mentorship opportunities that extend beyond the classroom.

Technology Integration:

- Incorporate technology tools and resources to allow high-achieving students to explore topics independently, collaborate with peers, and access information beyond the standard curriculum.

Parent and Teacher Collaboration:

- Maintain open communication with parents to share insights into their child's progress, strengths, and areas for growth. Collaborate on strategies to support the student both at home and in school.

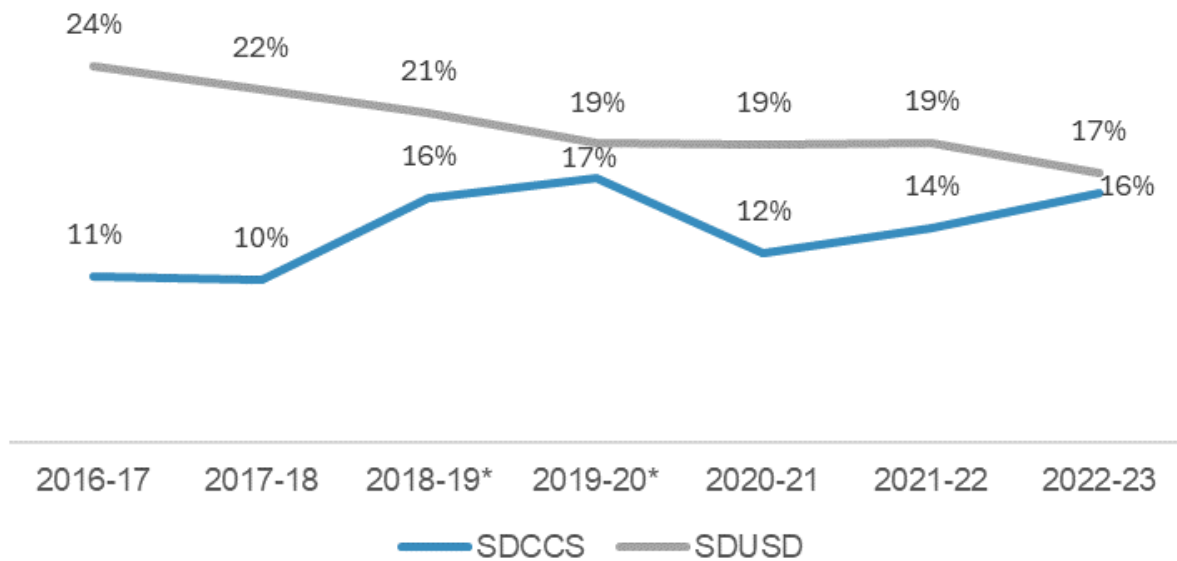
By implementing these strategies, the school can create a nurturing and challenging environment that supports the holistic development of high-achieving students within a progressive and

constructivist framework.

English Language Learners

SDCCS has consistently increased the enrollment of English Language Learner students, now serving proportions comparable to those of the San Diego Unified School District.

English Language Learners Percentage



*2018-19 and 2019-20 includes Mountain View students

Our school is committed to providing a high-quality English Language Development (ELD) program to meet the needs of our English language learners (ELLs). This begins with a needs assessment, including surveys and consultations with teachers and parents to identify the number of English Learners, their proficiency levels, and their specific needs. SDCCS will implement policies to ensure proper placement, evaluation, and community regarding English Learners and the rights of students and parents/guardians. Home Language Survey San Diego Cooperative Charter School will administer the home language survey (HLS) upon a student's initial enrollment.

Academic Program: SDCCS offers ELLs an English Language Mainstream (TK-8) program. With a comprehensive approach to ELD, ELLs at all English proficiency levels and at all ages are provided both integrated ELD and specialized attention to their particular language learning needs or designated ELD. The mainstream classrooms include ELLs who receive core curriculum in English using Specialized Academic Instruction in English (SDAIE) and sheltered English strategies to scaffold instruction in the content areas. Integrated ELD is provided to Els

throughout the school day and across all subjects by all educators. The CA ELD Standards are used with the CA CCSS for ELA and other content standards to ensure students strengthen their English as they learn content. Both Integrated and Designated ELD Programs follow the four principles of the English Learner Roadmap, which State Board of Education passed on July 12, 2017: Assets-Oriented and Needs Responsive Schools, Intellectual Quality of Instruction and Meaningful Access, Systems Conditions that Support Effectiveness, and Alignment and Articulation Within and Across Systems.

SDCCS's ELD program is based on four critical elements:

1. **Content:** The program prioritizes content-area instruction, ensuring that English language learners engage with academic material while simultaneously developing their language skills. This approach goes beyond isolated language exercises, enabling students to acquire language proficiency in authentic and meaningful contexts.
2. **Connections:** The Integrated ELD program incorporates literacy practices in science, mathematics, social studies, and other subjects, allowing students to apply language skills in diverse academic settings. Teachers within the program collaborate across disciplines, working together to create a cohesive learning experience for English learners. This collaborative effort ensures that language development is seamlessly woven into various subjects, promoting a unified and integrated educational experience.
3. **Comprehensibility:** The program employs instructional strategies that provide targeted language support within the context of content instruction. Teachers employ scaffolding techniques, differentiated instruction, and language-rich activities to address the unique language needs of English learners while facilitating their comprehension of subject matter.
4. **Community/interaction:** Coursework utilizes materials including textbooks, workbooks, digital resources, and manipulatives. The materials are age-appropriate, culturally relevant, and aligned with the curriculum. Teachers are supported in delivering the ELD program, including via workshops, coaching, and ongoing support, and via access to technology and resources. In addition, SDCCS has two Specialists to assist the teachers in delivering high-quality ELD instruction as of the 2023-2024 school year.

Using Universal Design lesson planning, multiple access points are created to support ELL students. These supports include using manipulatives, visuals, graphic organizers, shared readings, numerous access points, note-taking, and interactive communications. However, our ELLs sometimes require additional support in the classroom to help them succeed. This can include bilingual aides, small group instruction, and peer tutoring. Experiential learning, such as field trips, simulations, projects, and exposure to the arts, supports ELL students greatly. These connections and experiences allow them to understand through doing, not just reading textbooks. Flexible grouping, student collaboration, and an engaging, differentiated curriculum enable ELL students to use their language in a safe environment that supports individualized learning.

Assessment: The ELD progress of ELs is regularly monitored by educators, staff, and administrators. The progress of ELs toward mastery of state standards is monitored through English Language Proficiency Assessments for California (ELPAC) scores, reclassification data, long-term English Learner data, Universal Screener data, California Assessment of Student Performance and Progress (CAASPP) scores disaggregated by subgroup, educator observations, formative assessments, and parent/guardian feedback. Assessment practices within the Integrated ELD program mirror real-world applications of language skills. Students are evaluated not only on their language proficiency but also on their ability to comprehend and communicate content-specific knowledge. This approach aligns with Principle Two by emphasizing the integration of language development and content mastery. Assessments include student assessments, teacher surveys, and parent feedback.

English Language Proficiency Assessments for California (ELPAC): If any of the four questions on the HLS are marked with a language other than English, the student will be assessed with the English Language Proficiency Assessments for California (ELPAC) within 30 calendar days or 60 calendar days prior to instruction, but not before July 1, per ELPAC regulations. All English Learners will take the ELPAC Summative Assessment annually thereafter between February 1st and May 31st until redesignated as fluent English Proficient (REP). In accordance with the education department guidance issued in January 2019, SDCCS will ensure all ELs with disabilities participate in the state's assessments. The Individualized Educational Plan (IEP) team will follow federal laws to ensure all ELs will participate in the following ways:

- In the regular state ELPAC assessment without universal tools, designated supports, and accommodations.
- In the regular state ELPAC assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team.
- In an alternate assessment aligned with the state's ELD standards, if the IEP team determines that the student is unable to participate in the regular ELPAC assessment with or without universal tools, designated supports, and accommodations.

The Initial ELPAC results are used to identify English Learners who need to develop their skills in listening, speaking, reading, and writing in English. This information, in addition with local assessments, assists SDCCS when making placement decisions for new English Learners. The Initial ELPAC results are also used to identify students who are initially fluent in English Proficient and are able to participate in the regular academic program. The Initial ELPAC window is July 1 through June 30. SDCCS administers the Initial ELPAC locally and produces the official score in accordance with the directions of the test contractor. SDCCS notifies the parents or guardian, in writing, of the results of the Initial ELPAC within 30 calendar days after

the student's school enrollment date (or, if administered before the student's initial date of California enrollment, up to 60 calendar days before such enrollment, but not before July 1 of the school year of the student's initial enrollment). Parents or guardians of English learners with an IEP will also be notified as to how the placement in an English language instructional support program will help their child meet the objectives of the IEP. The Summative ELPAC results are used to see how well ELLs progress annually. This information is used to assist SDCCS in the ongoing program monitoring and evaluation process. The Summative ELPAC results are also used as a component of the criteria for reclassification in accordance with state law.

SDCCS will notify parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results. The ELPAC shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Reclassification Process: Reclassification is the process whereby a student is reclassified from an English learner to Fluency English Proficient (RFEP). Academic Achievement data are collected from multiple measures and are disseminated to the classroom educator four times a year for evaluation of the student's academic performance.

Per Education Code Section 313 (f), San Diego Cooperative Charter School shall utilize multiple criteria in determining whether to reclassify a student as proficient in English. Reclassification may occur when a student earns an overall proficiency level of 4. Additional criteria include the Performance level of Standard Met or Standard Exceeded in California Assessment of Student Performance and Progress (CAASPP) or at grade level or above on the Fountas and Pinnell Benchmark Assessment System or the NWEA Maps measure, educator feedback on core subject areas, and parent opinion and consultation.

Reclassification criteria are based on the guidelines provided by the California Department of Education and approved by the State Board of Education. ELL students are considered for reclassification based on the following criteria:

1. Assessment of ELP, using an objective assessment instrument, including, but not limited to, the state test of ELPAC (ELPAC Overall PL 4 only);
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery;
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

The CDE continues to provide the following guidance for LEAs using Smarter Balanced Summative Assessment for English language arts/literacy (ELA) results as a local measure of the

fourth criterion: “For all grade levels, LEAs can identify local assessments to be used to determine whether EL students are meeting academic measures and are ready to be reclassified; and, For grade levels 3–8, and 11, LEAs also have the option of using Smarter Balanced Summative ELA results to determine whether EL students are meeting academic measures and are ready to be reclassified.

Students with disabilities, including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. SDCCS’s Individualized Education Plan (IEP) may determine appropriate measures of English Language Proficiency and performance in basic skills and minimum level of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities, in accordance with local reclassification policies based on state definition of ELP (EC Section 313[f]).

In accordance with federal and state laws, the IEP team may address the individual needs of each EL with a disability using multiple criteria in concert with the four reclassification criteria in EC Section 313(f). SDCCS will use the four criteria as the minimum required components that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four criteria to ensure the most appropriate decision is made for each student.

In accordance with California regulations and federal legislation, the progress of students who are reclassified from EL to RFEP must be monitored for four years to ensure that the reclassification was an appropriate decision. The Director of Academic Achievement along with the educators of reclassified students will complete a progress report for a four-year period.

The report includes educator feedback, CAASPP scores, report cards grades, and Universal Screener reading assessments. The report will be filed in the student’s cumulative folder. If students are making inadequate progress, an action plan of support will be implemented. An action plan could include Tier 2 teacher or paraeducator support, Tier 3 response to intervention, support from the English Learner teachers, after-school tutoring, or differentiated professional learning for classroom educators. Parents and guardians will be included in this process as their input and support is critical.

Process for Monitoring Progress and Supports for Long Term English Learners (LTELs)

Long-term English learners are students who have been in United States schools for more than six years but have not made sufficient linguistic and academic progress to meet reclassification criteria and exit EL status. Although fluent in social English, LTELs find it challenging to engage meaningfully in rigorous coursework. SDCCS acknowledges the difficulties that LTELs face due to the complexity of academic texts and tasks especially as they move through the secondary grades. Special attention is given to designing lessons and scaffolds that support LTELs while accelerating their development of academic English and content knowledge. Parents and guardians of LTELs and students at risk of becoming LTELs are notified yearly.

Parent Engagement and Notification: Engaging parents and the community is critical to the success of our ELD program. We provide information about the program and its goals, solicit feedback from parents, and involve community members in program planning and implementation. We will continue to offer all school communication in Spanish as well as English and to offer translation services in other languages as needed.

SDCCS will meet all applicable legal requirements, state and federal, for English Learners, including long-term English Learners, as it pertains to annual notification to parents, student identification, placement, program options, designated and integrated instruction, educator qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating programs, and standardized testing requirements.

ELPAC Summative Test Results

2022–23 Overall Performance - All Grades Results for All Students

▼ Data Detail - All Students (accessible data)

In order to protect student privacy, an asterisk () will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

Overall Performance

Reporting Categories	San Diego Cooperative Charter	San Diego Unified	State of California
Mean Scale Score	N/A	N/A	N/A
Level 4	28.13 %	14.70 %	16.50 %
Level 3	37.50 %	32.12 %	33.77 %
Level 2	23.44 %	29.70 %	29.40 %
Level 1	10.94 %	23.48 %	20.33 %

SDCCS is outperforming the district and the state on the ELPAC assessment, with 18.8% more students achieving levels 3 and 4 compared to the district, and 15.4% more than the state average. As the proportion of Emergent Bilingual students at SDCCS continues to grow, these program improvements become increasingly significant.

In addition to the increasing number of ELL students, SDCCS now serves a broader array of languages spoken by our Emergent Bilingual students. The chart below from DataQuest reveals that our 68 Emergent Bilingual students speak a total of ten different languages.

English Learner Students by Language by Grade

San Diego Cooperative Charter (3768338-6119168)

2022-23

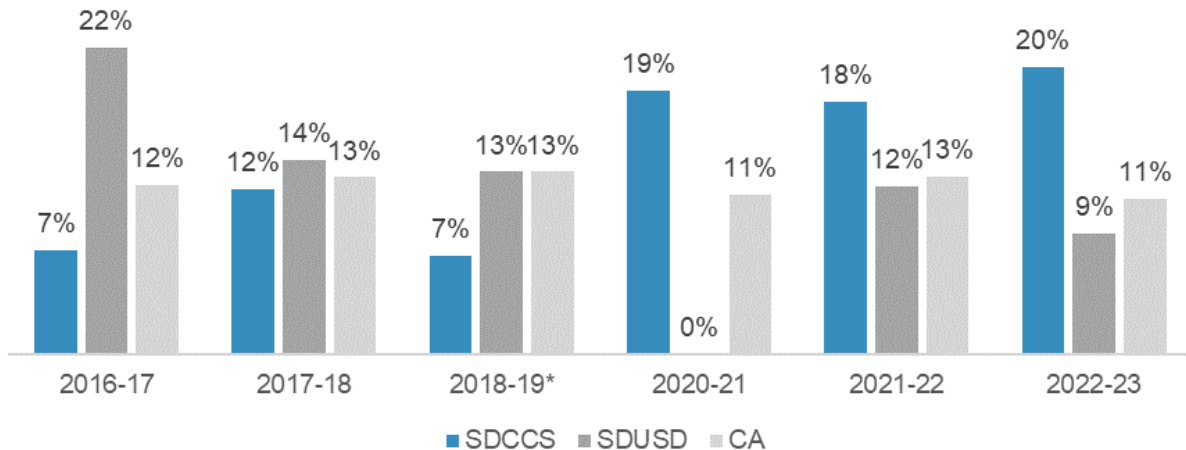
Subgroup: All Students, Gender: All

Language Code	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total	Percent of Total
01	Spanish	3	6	4	4	4	7	8	7	6	0	0	0	0	0	49	72.06%
08	Japanese	0	1	0	2	1	0	0	1	0	0	0	0	0	0	5	7.35%
02	Vietnamese	1	0	0	0	0	0	2	1	0	0	0	0	0	0	4	5.88%
05	Filipino (Pilipino or Tagalog)	0	1	0	1	1	1	0	0	0	0	0	0	0	0	4	5.88%
04	Korean	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1.47%
10	Lao	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1.47%
11	Arabic	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1.47%
27	Italian	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1.47%
60	Somali	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1.47%
99	Other non-English languages	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1.47%

Agency	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total
San Diego Cooperative Charter	All Languages	4	8	4	8	8	8	10	11	7	0	0	0	0	0	68

As a result of our increased attention to our Emergent Bilingual students, we have seen an increase in our SBAC scores over time. The following graphs show English Language Learners enrolled for 12 months or more at SDCCS.

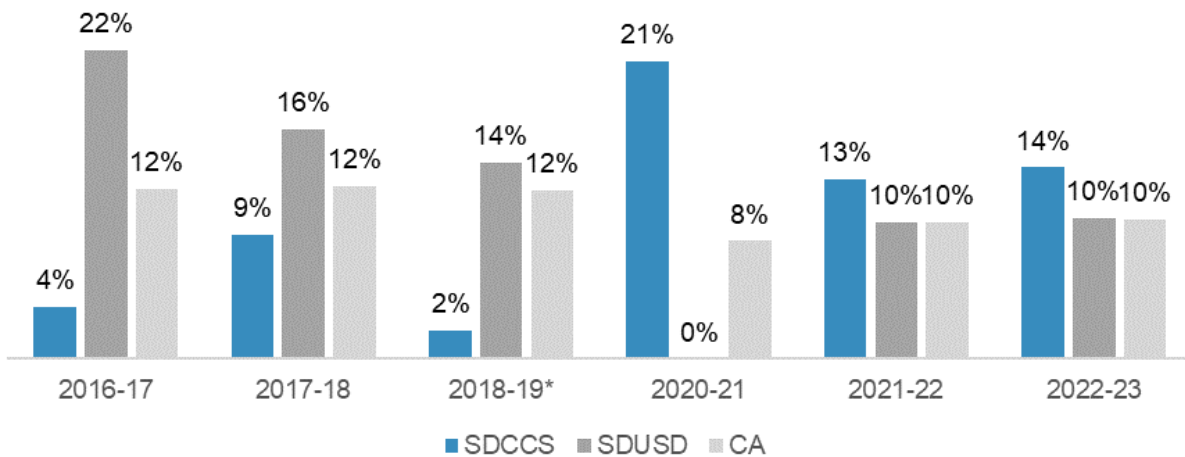
SBAC ELA Percent Met or Exceeded
ELs enrolled 12 months or more



*2018-19 includes Mountain View students

As you can see from the graph above SDCCS Emergent Bilingual students are outperforming those in both SDUSD and the state in English Language Arts.

SBAC Math Percent Met or Exceeded ELs enrolled 12 months or more

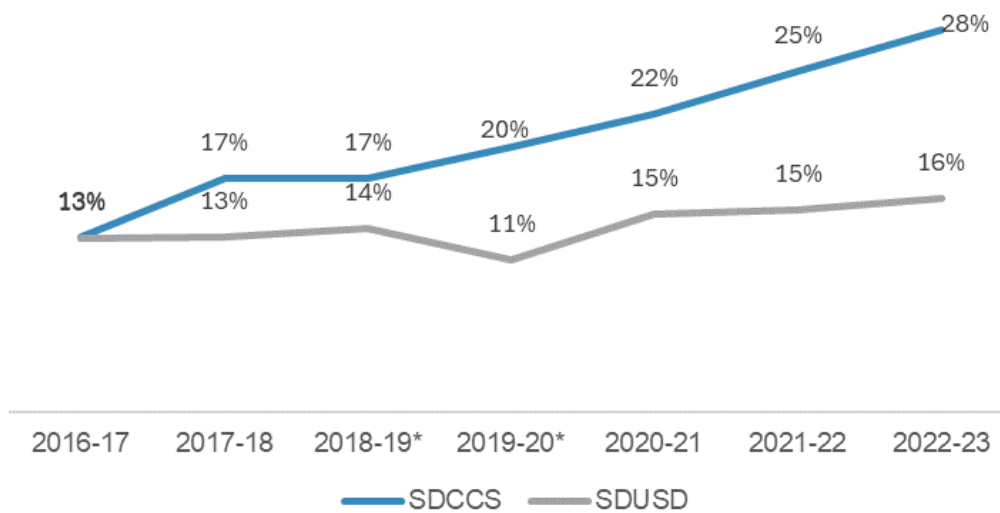


*2018-19 includes Mountain View students

As demonstrated by the graph above, the Math proficiency of SDCCCS Emergent Bilingual students has improved over the years. Currently, these students are outperforming their peers in both SDUSD and across the state in Math.

Special Education

Students with Special Needs Percentage



*2018-19 and 2019-20 includes Mountain View students

SDCCS serves a 28% Special Education student population, with the rate of students with Individualized Assessment Plans (IEPs) growing steadily over time. This rate is much higher than the authorizing district's average.

To serve our Students with IEPs well, SDCCS complies with all programmatic and legal obligations for providing services for students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA), and the California Education Code. 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 proper special education and related services.

SDCCS has a strong process of identifying students with exceptional needs. The identification and intervention process begins with a Student Study Team (SST) meeting. The purpose of the SST is to look at the student closely and put together a plan consisting of tier one and tier two interventions under RTI and data collection. 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 implemented, we observe and collect data to see if the student is responding. The team will continue to meet together to assess the student's 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 support and services in compliance with all provisions in IDEA 2004 300, Part B.

SDCCS ensures that students with disabilities receive appropriate services and accommodations. It is a strong belief and practice of inclusion that allows all students at SDCCS to learn in a general education setting with support for social and curricular access. In the SDCCS inclusion model, the Case Managers work closely with each student on their caseload. They are responsible for communication with the Student, Teacher, Instructional Assistant, and Parent on goal progress and what needs to be done to support the student with the general education curriculum and progress on their personal goals. This model often has the Case Manager, IA, and Teacher in a co-teacher model teaching small, flexible groups. This includes providing specialized instruction, accommodations, and related services based on the individual needs of each student.

SDCCS also has a classroom for Moderate/Severe Special Education Population. Additional services that can be accessed, deemed necessary through an IEP, are Speech/Language Pathologist, Counseling, Occupational Therapy, Adaptive Physical Education Therapy, Physical Therapy, and Assistive Technology consultant. In addition to Case Managers, special education personnel include Psychologists, Speech and Language Therapists, Occupational Therapists, and the Adaptive Physical Education Specialists. The special education personnel team meets weekly

with SDCCS administration to discuss students with IEPs and how the Special Education team can best support their needs.

SDCCS involves parents or guardians in developing and implementing their child's education plan and providing regular progress reports and opportunities to review and revise the plan. Additionally, as required by law, General Education teachers and Administrators will participate in the IEP process.

The successful Special Education program at SDCCS is something that both staff and parents are very proud of. There is a commitment to continue to grow and improve, ensuring the education of all children with equity and respect.

Child Find

At SDCCS, we are steadfast in our commitment to fulfilling the obligations outlined in the Individuals with Disabilities Education Act (IDEA), specifically through our unwavering adherence to the Child Find mandate. We recognize the importance of actively identifying, locating, and evaluating all children with disabilities within our educational community as early as possible, irrespective of the severity of their conditions.

SDCCS views Child Find not just as a legal requirement but as a fundamental commitment to inclusivity and equitable educational opportunities for every student. Through collaborative efforts with parents, educators, and community stakeholders, we strive to create an environment that fosters the holistic development of every child. By upholding the principles of Child Find, we aim to empower students with disabilities, providing them the necessary support to achieve their full potential and thrive in our educational community.

Compliance

SDCCS complies with all programmatic and legal obligations for services for students with disabilities. 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)]
- Transfer of rights upon age of majority [CRF 300.320 (c)]
- Notification of rights and procedural safeguards [CRF 300.504]

At SDCCS, specialized education and support services are integrated into the curriculum to meet the diverse needs of students with disabilities or learning difficulties. Through individualized education plans (IEPs) and innovative teaching methods, students receive the personalized attention they require to thrive academically and socially.

Moreover, SDCCS goes beyond the classroom by offering extensive support and resources for families and caregivers of children with special needs. Counseling services, and community events provide a network of support and information, empowering families to navigate challenges and advocate effectively for their children's education.

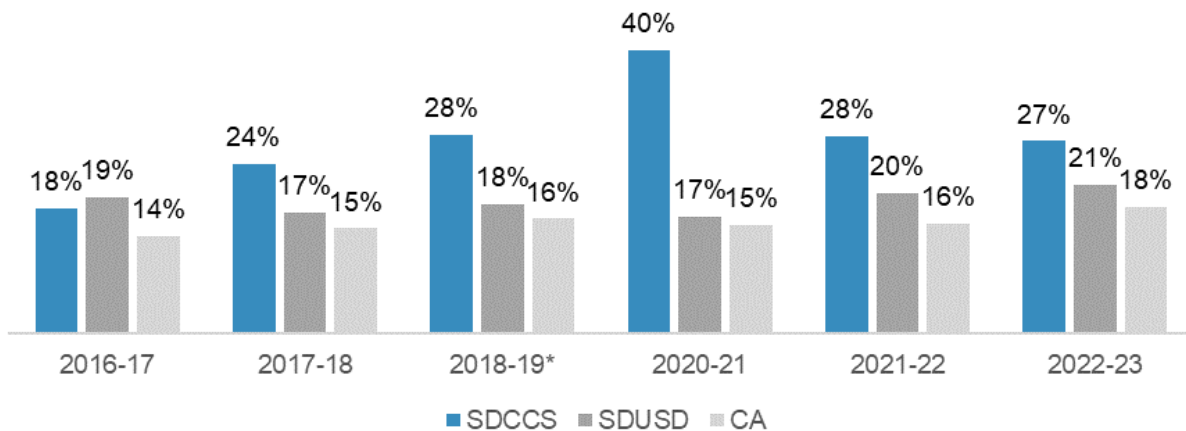
Academic Results of Students with Disabilities

By prioritizing inclusive education and community support, SDCCS not only enriches the lives of its students but also contributes to the overall well-being and cohesion of the San Diego community. Through collaboration and dedication, SDCCS ensures that all children have access to a high-quality education tailored to their individual needs, fostering a more inclusive and equitable society for generations to come.

As reflected in the graphs and charts below, SDCCS has a higher percentage of Students With Special Needs and yet outperforms many of the comparison schools, SDUSD and the State of California.

Comparison Schools 2022-2023				
School	Grades Served	Special Education %	ELA Percent Met or Exceeded	Math Percent Met or Exceeded
San Diego Cooperative Charter School	K-8	28.3%	48.2%	39.0%
Crest Elementary	K-8	28.3%	29.6%	27.6%
Dehesa Elementary	K-8	27.6%	46.2%	18.5%
Flying Hills School of The Arts	K-8	23.5%	36.0%	21.5%
Fulton K-8	K-8	27.0%	33.3%	26.6%
John Muir Language Academy	K-8	20.8%	35.9%	35.9%
King Chavez Preperatory	6-8	20.3%	18.2%	3.8%
Mountain View	K-8	25.8%	33.7%	20.5%
Whitman Elementary	K-5	23.0%	33.3%	30.2%

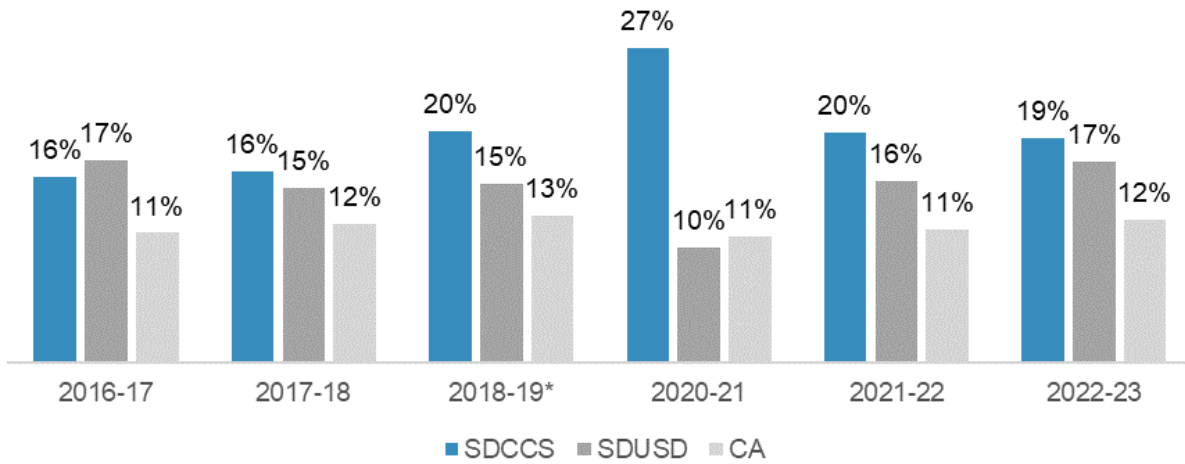
SBAC ELA Percent Met or Exceeded Students with Disabilities



*2018-19 includes Mountain View students

As you can see from the graph above our Students With Special Needs far exceed the scores of SDUSD and the state on the SBAC English Language Arts section of the assessment.

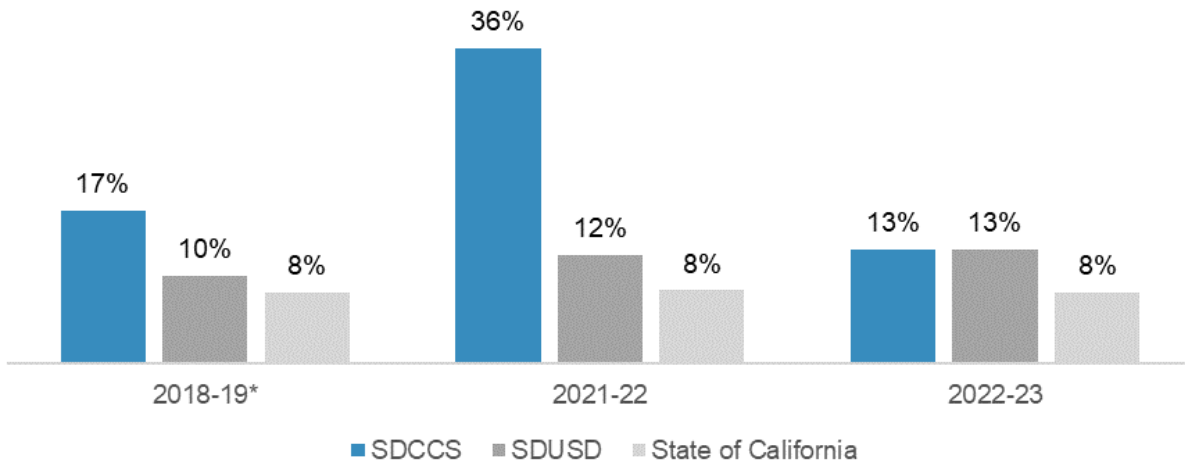
Math (SBAC) Percent Met or Exceeded Students with Disabilities



*2018-19 includes Mountain View students

As you can see from the graph above our Students With Special Needs far exceed the scores of SDUSD and the state on the CAASPP Math section of the assessment.

CA Science Test (CAST) Percent Met or Exceeded Students with Disabilities



*2018-19 includes Mountain View students

The graph above shows CAASPP Science scores over time. SDCCS scores are near that or exceed the scores of SDUSD and the State of California. The 2018-2019 scores included those of the SDCCS Mountain View students. The 2022-2023 scores were lowered due to a low scoring cohort of fifth grade students who have exceptional student needs.

Plan for Homeless & Foster Youth

McKinney-Vento Homeless Assistance Act

San Diego Cooperative Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. San Diego Cooperative Charter School will include specific information in its outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a school contact number to access additional information regarding enrollment.

Plan to Address Chronically Absent Students

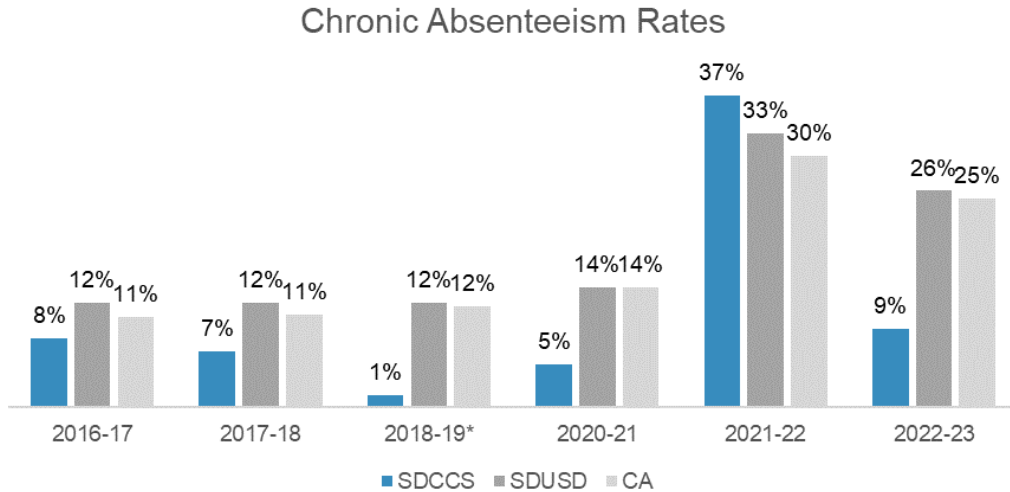
SDCCS is dedicated to fostering an engaging and joyful learning environment, achieving consistently strong attendance over the years. However, during the 2021-2022 school year, our independent study contracts lacked some essential information. As a result, these contracts were not included in our attendance records, contributing to an apparent increase in our chronic absenteeism rates. It's important to note that students remained actively engaged in their learning during this period, despite being absent from the physical classroom, particularly due to heightened COVID-19 quarantine measures.

If we do encounter students who struggle with attendance the following actions are tools that we use to support attendance.

1. Early Identification: Spot students at risk early.
2. Parent Engagement: Work closely with parents.
3. Positive Environment: Foster a supportive school culture.
4. Incentives: Offer rewards for good attendance.
5. Personalized Plans: Create individualized support plans.
6. Data Analysis: Use attendance data for insights.
7. Community Support: Partner with local resources.
8. Early Warning Systems: Use indicators for proactive intervention.
9. Flexible Learning: Offer alternative options.
10. Evaluation: Continuously assess and adjust strategies.

Despite these challenges, and the broader statewide struggles with school attendance, SDCCS is making significant strides. Our chronic absenteeism rates are declining, moving closer to pre-pandemic levels and consistently remaining below both district and state averages. This

positive trend underscores our commitment to educational excellence and student well-being, even in the face of unprecedented challenges.



*2018-19 includes Mountain View students

Local Control Funding Formula and State Priorities

The Local Control Funding Formula (LCFF) is a funding system for California's K-12 public schools. It provides funding based on the number of students and their specific needs rather than the previous model that relied heavily on categorical funding. To comply with the LCFF, SDCCS will complete the following steps:

Local Control and Accountability Plan (LCAP): SDCCS develops and adopts an LCAP that outlines the school's goals and actions to improve student outcomes, involving parents, teachers, and other stakeholders in the process.

Stakeholder Engagement: The school demonstrates significant efforts to involve parents, students, teachers, and the community in decision-making processes, especially concerning the development of the LCAP.

Unduplicated Pupil Count: SDCCS accurately identifies and reports the number of unduplicated pupils, such as English learners, low-income, or foster youth, to receive appropriate supplemental and concentration funds.

Base Grant Funding: The school ensures accurate reporting of student demographics to receive appropriate base, supplemental, and concentration grants under LCFF.

Increased Accountability: SDCCS is subject to increased accountability measures and must demonstrate progress in improving outcomes for all students, particularly those in high-needs groups.

Compliance with Laws: SDCCS complies with relevant state and federal laws governing education, including special education laws, civil rights laws, and other applicable regulations.

Addressing State Priorities in LCAP: SDCCS addresses state priorities in its LCAP by focusing on:

- Providing basic services, including access to credentialed teachers, instructional materials, and safe facilities.
- Implementing state standards, such as the Common Core State Standards.
- Promoting parental involvement and collaboration.
- Improving student achievement and engagement.
- Creating a positive school climate conducive to learning.
- Offering a broad course of study, including advanced placement and career technical education programs.
- Focusing on successful implementation of academic standards.
- Addressing other student outcomes identified in the LCAP.

Diversity, Equity, and Inclusion (DEI) Initiatives:

- Fostering a culture of continuous and transformative staff learning.
- Providing training on implicit bias and gender and sexual diversity for all staff.
- Offering DEI-related learning opportunities, such as book studies and training sessions.
- Conducting a classroom library audit and board policy DEI audit.
- Partnering with diverse universities for teacher pipelines.
- Establishing a Prism Club for LGBTQIA youth and allies.

Overall, SDCCS demonstrates a comprehensive approach to both meeting LCFF requirements and promoting diversity, equity, and inclusion within its school community.

DEI Commitment Statement

SDCCS is committed to promoting diversity, equity, and inclusion in all aspects of our community. SDCCS believes every student has the right to feel included and to belong, and we strive to create a welcoming and supportive environment for all. We are dedicated to providing a high-quality education that meets all students' needs and recognizes 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 inclusive education.

Element Two: Measurable Student Outcomes

Education Code: §47605(c)(5)(B):

o (B) The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060 [Local Control Accountability Plans and the Statewide System of Support], that apply for the grade levels served, or the nature of the program operated, by the charter school.

• *Educ. Code §52052(a)(3)*

o [A]ll groups of pupils served" means:

(A) For purposes of this section, a numerically significant pupil subgroup is one that consists of at least 30 pupils.

(B) Notwithstanding subparagraph (A), for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.

• *Educ. Code §52052(a)(2)*

o (2) For purposes of this section, numerically significant pupil subgroups include all of the following: (A) Ethnic subgroups; (B) Socioeconomically disadvantaged pupils; (C) English learners; (D) Pupils with disabilities; (E) Foster youth; (F) Homeless youth.

SBE Criteria: 5 CCR 11967.5.1(f)(2)

o (2) Measurable pupil outcomes, as required by Education Code section 47605(b)(5)(B), at a minimum:

(A) Specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.

(B) Include the school's Academic Performance Index growth target, if applicable.

SDCCS has created our LCAP with both school-wide and subgroup-specific subgroup-specific goals that are developed with feedback from students, parents, staff and community stakeholders. These goals are student-focused, measurable and aligned to both the State priorities as well as the Common Core standards. SDCCS will meet all statewide standards and conduct the required student assessments pursuant to Educ. Code §60605. Additionally SDCCS will comply with Code §47606.5 with the Local Control Accountability Plan. SDCCS reserves the right to establish additional goals or amend its goals and corresponding assessments throughout the duration of the charter. All SDCCS students will be held to high standards and support to reach the school’s mission, vision and aligned goals.

Schoolwide Outcomes: LCFF/LCAP Compliance Plan

<p>SDCCS LCAP</p> <p>Goals, Actions, and Measurable Outcomes</p> <p>That Align With State Priorities</p>
<p>LCAP Goal 1</p> <p>With a diversity, equity, and inclusion lens, SDCCS will continue to provide all students with high-quality developmental, constructivist educational programs using evidence-based pedagogical strategies with a rigorous standards-aligned curriculum that focuses on the diverse learning needs of our students so they are prepared for the ever-changing global world.</p>
<p>Measurable Outcomes:</p> <p>1A. EL performance on ELPAC Summative Assessment.</p> <p>1B. Continue implementing classroom supports utilizing the RTI model, maintaining a Special Education identification rate less than 5%</p> <p>1C. California Assessment of Student Performance and Progress (CAASPP). Based on 2018-2019 CAASPP data.</p> <p>1D. We will maintain a Middle School Dropout Rate of 0%</p> <p>1E. We will aim for an attendance rate of 96% or higher.</p> <p>1F. We will maintain an 8th grade exit portfolio pass rate of 100%.</p>

State Priorities:

- Student Achievement
- Other Student Outcomes
- Implementation of State Standards

LCAP Goal 2

Continue to invite and engage parents and other stakeholders to participate in our program through collaboration and communication to support all students in increased attendance, leading to a path to college and career readiness.

Measurable Outcomes:

- 2A. Maintain a parent volunteer program with 10,000 volunteer hours logged per year.
- 2B. Report Card Data - 100% of parents receive a detailed and updated learning profile of student strengths and areas of growth in a narrative form and are invited to meet with instructional staff.
- 2C. Minimum of 5 Parent trainings / informational meetings during and outside of the regular school day.
- 2D. Teachers meet with 90% of parent/guardian for student conferences

State Priorities:

- Parental Involvement
- Student Engagement

LCAP Goal 3

All students will receive a comprehensive course of instruction from appropriately trained and credentialed teachers, access to standard-aligned instructional materials, and learn in a rich, functional, and safe academic environment.

Measurable Outcomes:

- 3A. All core teachers will meet the Highly Qualified Teacher standards
- 3B. Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD

and collaboration time per year

3C. Classified IAs will receive 2 full days + 20 hours = minimum of 36 hours of PD provided per year

3C. The school will maintain a safe and functional academic environment as measured by the LCAP survey of all stakeholders.

3D. The leadership team will annually review and improve our Comprehensive Safety Plan

3E. School staff will practice monthly safety drills

3F. SDCCS master schedule will include supervision of students at all times

State Priorities:

- Student Achievement
- Basic Services
- Implementation of State Standards
- School Climate

LCAP Goal 4

Developed a Multi-Tiered System of Support (MTSS) framework as part of a strategic effort to meet the academic needs of the SDCCS diverse student population, specifically our English Learners, Foster Youth, and students with Disabilities.

4A. Increased percent of EL who progress in English proficiency as measured by the ELPAC.

4B. Increased English Learner initial reclassification rate.

4C. Increased CAASPP scores for students with special needs in Language Arts, Reading and Math.

State Priorities:

- Student Achievement
- Other Student Outcomes
- Implementation of State Standards

8th-Grade Graduation Portfolio

Student Outcomes: As described in Section 1 of the charter petition, San Diego Cooperative Charter School prepares students to be productive members of a democratic society. We believe that students at SDCCS should be able to do the following by the time they complete grade 8 at SDCCS:

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. Understand oneself as a learner and articulate areas of strength and focus for growth through personal reflective practices.
3. Demonstrate full cultural awareness of other cultures, including those not traditionally encouraged.
4. Walk, run, or propel a wheelchair to complete or show growth over time towards achieving a 10-minute mile.
5. Plan, initiate and complete a project in service to the school or greater community.
6. Express themselves through an artistic medium such as music, art, drama, or dance.

SDCCS asks all 8th-grade students to create and present a portfolio that focuses on the growth of these six student outcomes. This process asks the students to reflect on their growth and change in the above categories. The students write essays showing deep consideration for 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 to complete a presentation and question session to a panel of adult members of the community. This rite of passage has been fine-tuned throughout the years. It enables the students to celebrate their progress and take reflective time to consider the world around them and their changing roles as they prepare for high school. Students present their portfolio to a panel, staffed by parents, staff, and outside community members.

The social-emotional lessons in the portfolio process are embedded in the unit design, focusing on promoting tolerance and acceptance. SDCCS students know the process will be challenging but that teachers, support staff, and volunteers will do whatever it takes to support every child to be prepared to succeed. To this point, there has never been a student who did not pass the 8th Grade Exit Portfolio. Many students report to us after graduation that it was a life-changing event for them. And we are happy to say that we completed these tasks and this rite of passage during distance learning and a global pandemic.

SDCCS 8th Grade Portfolio

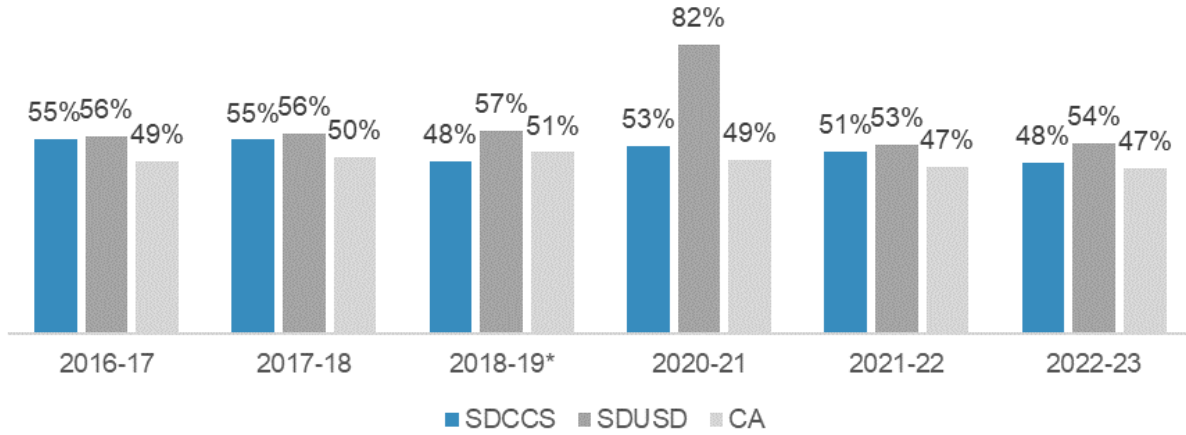
8th Grade Portfolio Pass Rates	Percentage Passed on First Try	Percentage Passed By Completion Date
2024	100%	100%
2023	100%	100%
2022	100%	100%
2021	100%	100%
2020	100%	100%
2019	100%	100%
2018	100%	100%
2017	100%	100%

Outcome Benchmarks: A Focus on Growth

SDCCS has a record of high ELA and Math SBAC achievement

The following charts includes 2017 to 2023 SBAC met/exceeded results, comparing SDCCS to the state and our resident school median, or the median of schools that SDCCS students would have otherwise attended including demographically similar schools. SDCCS consistently outperforms the resident school median and the state in both ELA and Math.

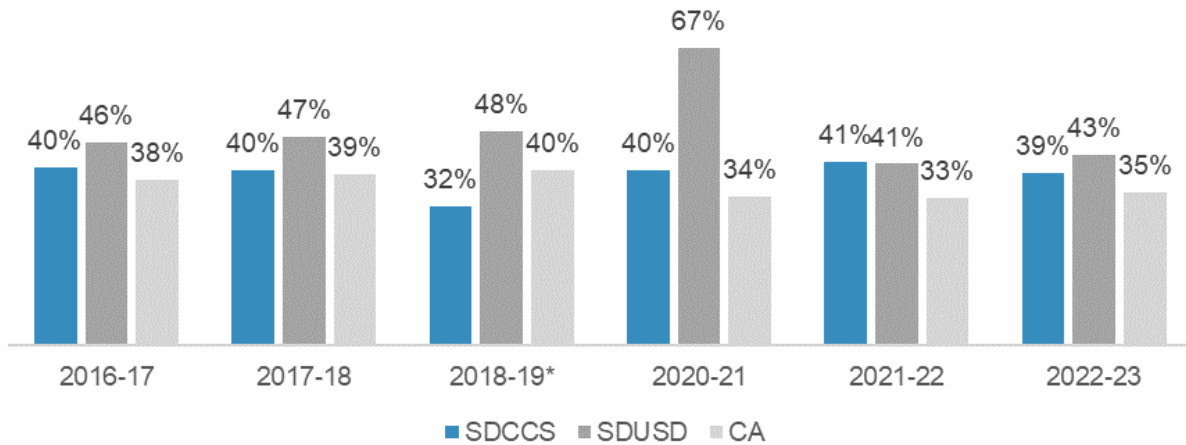
SBAC ELA Percent Met or Exceeded All Students



*2018-19 includes Mountain View students

	San Diego Cooperative Charter	Resident School Median	CA	Empower Charter	Linda Vista Elementary	Canyon Crest Academy	Montgomery Middle School	Roosevelt International Middle	Wilson Middle School
2016-17	55%	29%	49%	39%	25%	87%	28%	49%	29%
2017-18	55%	34%	50%	25%	27%	51%	34%	45%	30%
2018-19	48%	40%	51%	48%	30%	50%	40%	51%	33%
2020-21	53%	N/A	49%	25%	N/A	N/A	N/A	N/A	N/A
2021-22	51%	31%	47%	32%	22%	89%	31%	47%	30%
2022-23	48%	31%	47%	32%	22%	93%	31%	48%	30%

Math SBAC Percent Met or Exceeded All Students



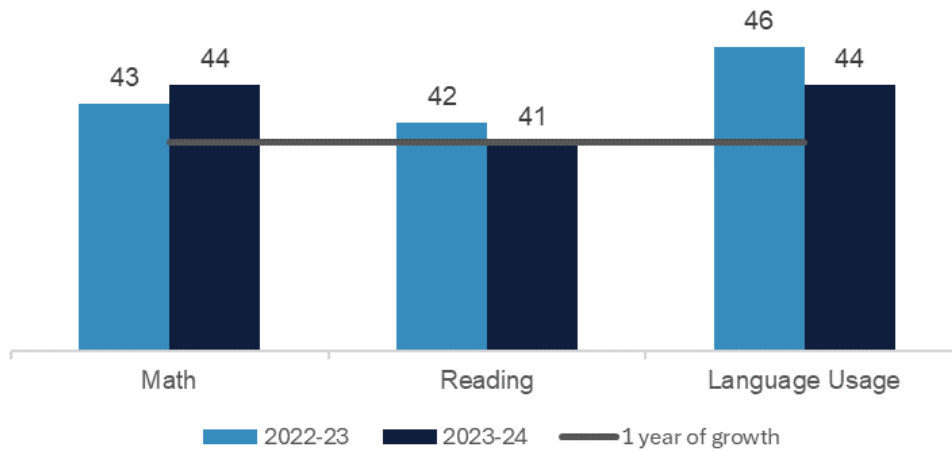
*2018-19 includes Mountain View students

	San Diego Cooperative Charter	Resident School Median	CA	Empower Charter	Linda Vista Elementary	Canyon Crest Academy	Montgomery Middle School	Roosevelt International Middle	Wilson Middle School
2016-17	40%	29%	38%	25%	29%	76%	25%	31%	15%
2017-18	40%	25%	39%	17%	25%	45%	22%	32%	17%
2018-19	32%	25%	40%	46%	25%	36%	23%	34%	19%
2020-21	40%	N/A	34%	17%	N/A	N/A	N/A	N/A	N/A
2021-22	41%	15%	33%	18%	14%	80%	15%	27%	11%
2022-23	39%	19%	35%	22%	17%	85%	19%	29%	13%

NWEA: Median Growth Percentile

In addition, SDCCS students achieve a high pace of academic growth as measured on Northwest Evaluation Association’s (NWEA) Measure of Academic Performance (MAP). The proxy for one year of growth is in between 40th and 60th percentile. SDCCS students have consistently achieved growth in this range.

NWEA MAP Median Growth Percentile



Accountability and Accreditation

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

- District Annual Site Review Visits. Each year, the team from SDUSD visits SDCCS to review our programs. SDCCS recognizes that Mountain View leaving was a tremendously difficult time for our charter. We are committed to continued good relations between SDUSD and SDCCS. We have great pride in our long running charter that has served thousands of kids throughout the past 20+ years with the cooperative support of the SDUSD Charter Office.

SDCCS is a school of choice, and we have had consistent enrollment since our inception. We have been slowly increasing our enrollment after the pandemic. As a school, the staff decided to keep our class sizes as low as possible for staff safety, and we did not fill seats when students were disenrolled.

Element Three: Method for Measuring Pupil Progress

Education Code: §47605(c)(5)(C)

o (C) The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

SBE Criteria: 5 CCR 11967.5.1(f)(3)

o (3) The method by which pupil progress is to be measured, as required by Education Code section 47605(b)(5)(C), at a minimum:

(A) Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment consistent with paragraph (2)(A) of subdivision (f) of this section.

(B) Includes the annual assessment results from the Statewide Testing and Reporting (STAR) program.

(C) Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program.

In alignment with the state's educational standards, SDCCS has strategically designed its curriculum to address the diverse needs of our students, ensuring that each learner is equipped with the knowledge and skills necessary for success at their respective grade levels. Our educators are dedicated to fostering an environment that not only meets the prescribed standards but goes beyond encouraging critical thinking, creativity, and a love for learning.

SDCCS is committed to utilizing a diverse range of assessments to ensure an accurate and comprehensive understanding of student progress. We recognize the importance of varied assessment methods in capturing each student's strengths and growth areas. These assessments include regular classroom evaluations and state-mandated testing, providing a holistic view of students' academic development.

Our approach to assessment is not just about meeting regulatory requirements but about tailoring our teaching strategies to the individual needs of our students. By employing various assessment tools, we can gather valuable insights into student learning styles, preferences, and areas where additional support may be beneficial.

Assessment Summary and Matrix

1. Data-Driven Instruction at SDCCS:

- Individualized Learning Plans: Utilize data to create personalized learning plans that address each student's unique strengths, challenges, and learning preferences.
- Regular Formative Assessments: Implement ongoing assessments to monitor student progress and inform instructional decisions in real-time continuously.
- Collaborative Professional Development: Foster a collaborative environment among educators to share insights and strategies based on data analysis, promoting continuous improvement.

2. Overall Assessment Plan at SDCCS:

- Holistic Assessment: Embrace a comprehensive assessment approach that considers academic, social, and emotional development, aligning with the cooperative and community-focused ethos of SDCCS.
- Project-Based Assessments: Integrate assessments within project-based learning experiences to evaluate students' ability to apply knowledge in real-world contexts, aligning with a constructivist philosophy.
- Student-Led Conferences: Incorporate student-led conferences where learners present their achievements, reflections, and goals to parents and teachers, fostering a sense of ownership and agency.

3. Evolution of Assessment Types at SDCCS:

- Authentic Assessments: Prioritize authentic assessments, such as presentations, exhibitions, and portfolios, reflecting the school's commitment to real-world application of skills.
- Community Involvement: Engage the local community in assessments, inviting experts or community members to assess student projects connecting education with the broader community.
- Narrative and Descriptive Feedback: Provide narrative evaluations and descriptive feedback to offer a nuanced understanding of a student's progress, aligning with the cooperative and individualized nature of SDCCS.

4. Technology Integration at SDCCS:

- Technology for Collaboration: Use technology to facilitate collaboration among students and educators, supporting the cooperative and community-focused aspects of SDCCS.
- Portfolios: 8th grade portfolios showcase student growth in six outcomes that were listed in Element 2.

5. Feedback and Growth Mindset at SDCCS:

- Feedback Culture: Cultivate a culture that values feedback over grades, emphasizing the importance of constructive input for continuous improvement.
- Growth Mindset Emphasis: Encourage a growth mindset by celebrating effort, resilience, and the belief that abilities can be developed, aligning with the developmental philosophy of SDCCS.

State Mandated Testing

Name of Assessment	Grades Assessed	Frequency of Administration	Relevant Subject Areas	Purpose/Use of The Tool
Smarter Balanced CAASPP	3-8	Spring once a year	L. Arts Literacy Math	SDCCS uses CAASPP data to assess individual student performance, inform curriculum planning, allocate resources, guide teacher professional development, engage parents, comply with accountability requirements, and identify areas for improvement, aiming to enhance overall academic achievement and address achievement gaps.
English Language Proficiency Assessments for California	TK-8	Twice a year	Measures the English language proficiency of students whose primary language is not English, including the domains of listening, speaking,	SDCCS uses ELPAC data to assess and monitor English language proficiency levels among students, informing instructional strategies and support to facilitate language development and academic success.

			reading, and writing.	
Physical Fitness Test	5, 7	Once a year	The series of tests assess the five components of physical fitness that make up total fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.	SDCCS uses physical fitness tests to assess students' health, tailor physical education programs, track individual progress, set goals, evaluate curriculum effectiveness, comply with standards, involve parents, and promote a positive attitude toward physical activity.
California Science Test	5, and 8	Once a year	Assesses students' knowledge and skills in science based on the California Next Generation Science Standards (CA NGSS)	SDCCS uses the California Science Test (CAST) to assess students' understanding of science concepts and skills, as mandated by the California state educational standards, helping educators evaluate and improve science instruction.
California Alternate Assessments	3-8	Once a year	For students with significant cognitive disabilities, an alternate assessment is available for English Language Arts, Mathematics, and Science.	

Local Assessment

Name of Assessment	Grades Assessed	Frequency of Administration	Relevant Subject Areas	Purpose/Use of The Tool
NWEA MAP Data	3-8	2-3 times a year	L. Arts Reading Math	SDCCS uses NWEA MAP data to assess and track students' academic progress, inform instructional decisions, and personalize learning experiences based on individualized skill levels.
Formative Assessment	TK-8	Various	L. Arts Reading Math Science Social Studies Physical Education Art Music Dance	SDCCS uses formative assessment to gather real-time feedback on students' learning progress, enabling teachers to adjust instruction and tailor support to meet individual needs.
Summative Assessment	TK-8	Various	L. Arts Reading Math Science Social Studies	SDCCS uses summative assessment to evaluate and measure overall student learning and performance at the conclusion of a specific period, such as the end

			Physical Education Art Music Dance	of a unit, semester, projects or academic years.
Orton-Gillingham Reading Inventory	TK-8	3-4 Times a year	Reading	Orton-Gillingham assessments assist our teachers to systematically evaluate students' phonological awareness, decoding skills, and spelling abilities to tailor individualized, structured, and multisensory instructional approaches for effective reading and language intervention.

Data-Driven Decision-Making Plan

San Diego Cooperative Charter School (SDCCS) proudly embraces a dynamic and progressive educational model tailored to our unique community. We understand the pivotal role of data-driven decision-making in upholding the values ingrained in our school's fabric.

II. Educational Goals and Objectives

At SDCCS, our educational philosophy, deeply rooted in our charter, emphasizes progressive and developmental approaches. Our goals are meticulously crafted to reflect our commitment to innovative, student-centered learning experiences.

III. Assessment Strategies

We meticulously design assessments that resonate with SDCCS's progressive ethos, blending project-based evaluations and reflective assessments with traditional methods to provide a holistic view of student growth and achievement.

IV. Continuous Professional Development

Our faculty benefit from ongoing training in effective progressive assessment methods. We cultivate a collaborative culture that champions innovative teaching practices, ensuring our educators are equipped to nurture the diverse talents and needs of our students.

V. Data Collection and Analysis

SDCCS implements a transparent and inclusive data collection process, leveraging technology for efficient analysis while prioritizing privacy and security measures to safeguard sensitive information.

VI. Formative Data Review Meetings

Regular data review cycles involving teachers and administrators are a cornerstone of our approach. Through collaborative analysis, we identify trends, celebrate strengths, and pinpoint areas for improvement to drive continuous enhancement of our educational practices.

VII. Adaptive Instruction

Teachers at SDCCS utilize assessment data to tailor instruction, honoring our commitment to differentiated learning paths that accommodate the unique strengths and needs of each student.

VIII. Student Involvement in Assessment

We empower students to take ownership of their learning journey through active involvement in self-assessment, reflection, and goal-setting, fostering a culture of accountability and growth mindset.

IX. Transparent Communication

SDCCS maintains clear communication channels to disseminate assessment results to parents, students, and stakeholders, emphasizing how data fuels our dynamic learning environment and drives collective progress.

X. Evaluation and Adjustment

Regular evaluations of our assessment and data-driven decision-making processes ensure alignment with the evolving needs of our charter. Feedback and educational trends inform adjustments to optimize student outcomes continually.

XI. Alignment with External Standards

While aligning our data with external benchmarks and standards, we showcase the progressive aspects of our educational approach, reaffirming our commitment to educational excellence and innovation.

XII. Celebrate Success and Learn from Challenges

At SDCCS, we celebrate achievements based on data, amplifying the innovative efforts of our school community. Challenges are embraced as opportunities for growth, learning, and adaptation, reinforcing our collective commitment to excellence.

Type of Data Gathered	Role & Use of Data	Frequency
Formal and informal classroom observations	To measure the effectiveness of instruction. Data is used to inform professional development needs and provide teachers with actionable feedback. Data from observations is individually shared with teachers.	Every other week
Classroom curriculum and instruction walk-throughs	To measure the degree of and consistency with which grade appropriate standards based instruction is taking place. Data is used to identify trends to inform professional development and share best practices.	Multiple times a month
Student data and work analysis	To identify student misunderstandings and misconceptions. Data is used to adjust unit and lesson plans and regularly discussed at staff meetings, department meetings and/or individual meetings with teachers.	Ongoing as part of professional development; following each interim assessment cycle
Analyzing the results of network and/or state assessments	To measure the degree to which students meet state and/or network expectations for proficiency. Data is used by staff to adjust instruction, intervention and the overall instructional program. Data is shared with the school's governing board.	Varies depending on assessment

Analyzing the results of parent and student surveys	To measure the degree to which parents and students are satisfied that our school is meeting their needs and addressing the goals of our charter.	Annual
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Promotion Retention Policy

At SDCCS, we are committed to providing a progressive and developmental learning environment that nurtures the potential of each student. Our Promotion and Retention Policy reflects our dedication to the holistic growth of students, ensuring they are prepared for future challenges while recognizing and addressing their individual needs.

Objectives:

Holistic Development: Our primary objective is to foster the holistic development of every student—academically, socially, and emotionally.

Individualized Approach: We recognize and celebrate the unique strengths and challenges of each student. Our policy emphasizes an individualized approach to promote learning at a pace that suits the student's abilities.

Progressive Learning: We believe in continuous improvement and progressive learning. Our curriculum is designed to challenge and engage students, fostering critical thinking, creativity, and a love for learning.

Promotion Criteria:

Academic Performance: Promotion will primarily be based on a student's academic performance. Regular assessments, projects, and examinations will be used to gauge understanding and application of knowledge.

Developmental Milestones: We consider developmental milestones in areas such as social skills, emotional intelligence, and extracurricular activities. Students are encouraged to participate in a diverse range of activities to enhance their overall development.

Teacher Assessments: Regular assessments and teacher feedback will play a crucial role in evaluating a student's progress. This includes classroom participation, collaborative projects, and overall engagement in the learning process.

Retention Guidelines:

Early Intervention: Early intervention strategies will be implemented if a student is identified as facing challenges in any aspect of their development. This may include additional tutoring, counseling, or specialized support.

Individualized Assessments: For students with IEPs, assessments will be tailored to their specific learning goals and accommodations outlined in their Individualized Education Plans. Progress will be evaluated based on these individualized criteria.

IEP Progress Monitoring: The progress of students with IEPs will be monitored regularly, with input from special education teachers and related service providers, to ensure that they are making meaningful strides toward their individualized goals.

Parental Involvement: We recognize the importance of parental involvement in a child's education. Regular communication between teachers and parents will be encouraged to address concerns, share progress updates, and collaborate on strategies for improvement.

Appeal Process:

In the event of a decision regarding retention, parents have the right to appeal. An appeal process will be established, allowing parents to present additional information, assessments, or any other relevant documentation that may impact the decision. Ultimately we give parents the ability to request grade level promotion.

Continuous Improvement:

This policy will be regularly reviewed and updated to ensure its alignment with the evolving needs of our students and the educational landscape. Feedback from parents, teachers, and students will be actively sought to enhance the effectiveness and fairness of the promotion and retention process.

At SDCCS, we are committed to creating an inclusive and supportive learning environment that empowers students to reach their full potential. This Promotion and Retention Policy exemplifies our dedication to providing a high-quality education beyond academics, fostering the growth of well-rounded individuals prepared for success in an ever-changing world.

Element Four: Governance 47605 (B)(4)

Education Code: §47605(c)(5)(D)

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

SBE Criteria: 5 CCR 11967.5.1(f)(4)

(4) The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement in supporting the school's effort on behalf of the school's pupils, as required by Education Code section 47605(b)(5)(D), at a minimum:

(A) Includes evidence of the charter school's incorporation as a non-profit public benefit corporation, if applicable.

(B) Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that:

1. The charter school will become and remain a viable enterprise.

2. There will be an active and effective representation of interested parties, including, but not limited to, parents (guardians).

3. The educational program will be successful.

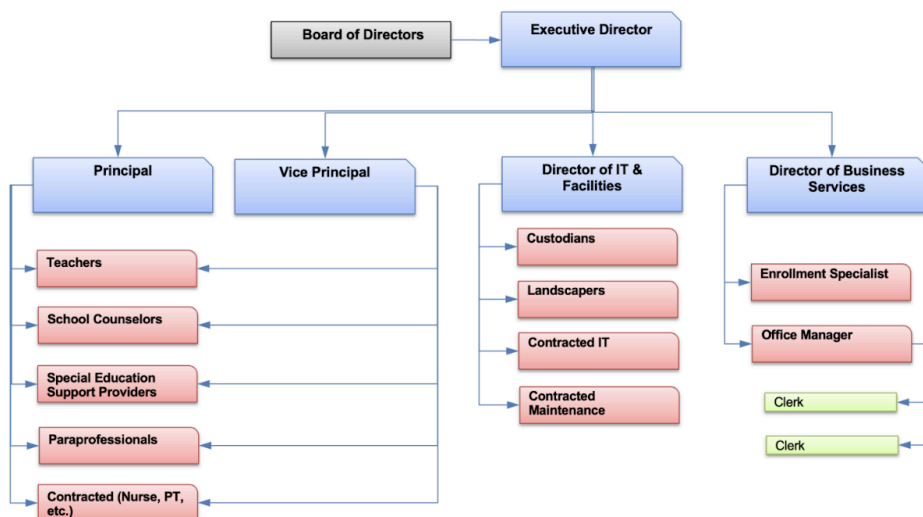
AB 2158 amends the Government Code and requires local agency officials to complete ethics training every two years during their term. Previously, members of school district governing boards, county boards of education, and governing bodies for charter schools were exempt from the ethics training requirement. Importantly, unlike other local agency officials, board members are subject to the ethics training requirement whether or not the member receives any type of compensation, salary, stipend or reimbursement for actual and necessary expenses incurred in the performance of official duties. (Gov. Code § 5325.)

The governance structure of San Diego Cooperative Charter School is organized to meet the educational needs of all students enrolled in SDCCS pursuant to the below organizational chart. Each level of governance has been designed to support and advance this charter's mission, vision, and stated goals.



San Diego Cooperative Charter School Organizational Chart

Administrative Organizational Chart



Legal:

The San Diego Cooperative Charter School shall be a public charter school located within the San Diego Unified School District, operating in collaboration with the San Diego Unified School District but as a separate legal entity independent of the San Diego Unified School District. Its operational management shall be the responsibility of a non-profit organization operating 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 the San Diego Cooperative Charter School - Linda Vista (SDCCS).

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

The school will comply with all federal, state, and local laws that apply to California charter laws. The school will obtain liability, workers' compensation, an unemployment insurance program, and a payroll system.

Amendment:

The charter may be amended by concurrent action of the San Diego Unified School District Board of Trustees and the San Diego Cooperative Charter School's Board of Directors.

Governance:

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

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

Roles and Responsibilities of the Board of Directors

The School's governing board will consist of not more than fifteen (15) and not less than seven (7) active and effective representatives of interested parties, 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. The San Diego Unified School District shall be entitled to a single representative on the charter school board of directors.

The Board of Directors meets monthly on SDCCS's campus and per the Brown Act and Education Code Section 47604.1(c). Meetings of the Board are open, and meeting dates, times, and locations are posted on the campus and SDCCS's website. Notices, agendas, and minutes of meetings will be recorded and retained in SDCCS files. These records will be accessible to the

public on our website and District review upon request.

The Board of Directors is fully responsible for the operation and fiscal affairs of SDCCS, including, but not limited to, the following:

- Hiring and evaluating the Executive Director.
- Implementation of SDCCS's mission and vision.
- Carrying the mission of the Charter School into the community and bringing the community's views into the Charter School.
- Approving and executing all other responsibilities provided for in the California Corporations Code, The Articles of Incorporation Bylaws, and this charter necessary to ensure the proper operation of the school.
- Approve all contractual agreements;
- Approve and monitor the implementation of Charter School's general policies. This includes effective human resource policies for career growth and compensation for the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School following applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve annual independent fiscal audit
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.
- Approving and monitoring the implementation of the Charter School's fiscal, legal, and governmental functions. The Board may execute any powers delegated by law to it. It

shall discharge any duty imposed by law upon it. It may delegate to an employee of the Charter School any of those duties except for budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those delegated powers or duties. Such delegation will:

- Be in writing;
 - Specify the entity designated;
 - Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation, and
- Require an affirmative vote of a majority of Board members.

Adherence to the Brown Act

San Diego Cooperative Charter School's governing board will comply with all applicable provisions of the Brown Act. The Charter School Board of Directors will attend an annual in-service to train individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act. The governing board and governance council will also comply with the Public Records Act and Political Reform Act.

The Board of Directors also implement measures to ensure that they will not enter into contracts or other agreements that will result in a financial benefit to any board member, school administrator, or personnel (excluding compensation received for services rendered during employment.) SDCCS shall ensure the minutes of each board meeting will reflect the measures taken to ensure that no board member or administrator receives any financial benefit from any contract or agreement entered into by the charter school.

Qualifications For High-quality SDCCS School Board Members

Educational Background: A strong candidate for the SDCCS board member position should have a solid educational background.

Community Involvement: Experience and involvement in the local San Diego community is crucial. Candidates should have a proven track record of engagement with SDCCS, community organizations, or other initiatives demonstrating a commitment to the community's well-being.

Leadership Skills: School board members need effective leadership skills to guide and support the school community. Demonstrated experience in leadership roles, whether in educational institutions or other community organizations, is a valuable qualification.

Understanding of Charter School Principles: Familiarity with the principles and unique aspects of SDCCS and charter schools is essential. A candidate should understand the autonomy and flexibility that charter schools have, as well as their responsibility to uphold high educational standards.

Collaborative Team Player: Successful school board members at SDCCS work collaboratively with other board members, school administrators, teachers, parents, and community stakeholders. Strong interpersonal and teamwork skills are vital for effective governance.

Financial Literacy: A solid understanding of budgeting and financial management is crucial for overseeing SDCCS's finances. School board members should be able to make informed decisions regarding budget allocations and financial sustainability.

Advocacy for Educational Equity: A commitment to promoting educational equity and inclusivity is essential. Candidates should have a history of advocating for fair and equal opportunities for all students, regardless of background or socioeconomic status.

Communication Skills: Effective communication is critical for an SDCCS school board member. This includes communicating clearly with diverse stakeholders, listening actively, and conveying complex educational issues to the broader community.

Problem-Solving Abilities: School boards often face challenges that require innovative solutions. SDCCS candidates should demonstrate strong problem-solving skills and the ability to think critically about issues affecting the school and its community.

Ethical and Transparent Conduct: SDCCS school board members must adhere to high ethical standards and prioritize transparency in decision-making. A candidate with a reputation for integrity and ethical conduct is likelier to foster trust among the school community.

Element Five: Employee Qualifications 47605 (B) (5)

Education Code: *Educ. Code §47605(c)(5)(E)*

o (E) The qualifications to be met by individuals to be employed by the charter school.

SBE Criteria: *5 CCR 11967.5.1(f)(5)*

o (5) The qualifications to be met by individuals to be employed by the school, as required by Education Code section 47605(b)(5)(E), at a minimum:

(A) Identify general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health, and safety of the school's faculty, staff, and pupils.

(B) Identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.

(C) Specify that the requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary.

Legal Assurances

San Diego Cooperative Charter School prides itself on its unwavering commitment to adhering to all relevant employment laws and regulations. With a comprehensive understanding of charter-specific employment policies, the school ensures a fair and legally compliant environment for its staff. From hiring practices to employee benefits, San Diego Cooperative Charter School navigates the intricate landscape of employment laws with diligence and expertise. This commitment extends beyond mere compliance, fostering a workplace culture that values transparency, equality, and the well-being of its educators and staff members.

San Diego Cooperative Charter School affirms its commitment to fostering a workplace environment free from unlawful discrimination or harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law. We recognize and uphold the principles outlined in Educ. Code §47605(1), ensures that all teachers and paraprofessionals possess a Commission on Teacher Credentialing certificate, permit, or equivalent document in compliance with the Every Student Succeeds Act.

Moreover, our school assures that all faculty members will hold credentials equal to those required by the district, as mandated by applicable law. San Diego Cooperative Charter School proudly operates as a school of choice, affirming that no employee will be compelled to work for our organization against their will.

To ensure the safety and well-being of our school community, we commit to complying with all state and federal laws regarding background checks and clearance for all personnel. Furthermore, we strictly prohibit the employment of individuals convicted of violent or serious felonies. San Diego Cooperative Charter School is dedicated to maintaining and disclosing employee records in accordance with applicable state and federal laws, including compliance with the Every Student Succeeds Act. Our hiring practices align with our mission and vision, seeking qualified

individuals who share our dedication to the school's mission and the success of our targeted student population.

SDCCS believes that all of its employees play a crucial role in creating a thriving learning environment. SDCCS recruits professional, effective, and qualified personnel to serve in administrative, instructional, and non-instructional support capacities.

The recruitment process may include, but not be limited to, posting job descriptions at local community organizations, promoting at school site job fairs, posting on ED Join and the Charter School's employment/career website, posting jobs at teacher credentialing program sites, and advertising in the community and regional newspapers.

The following are the employee qualifications for all key employees at SDCCS. SDCCS employees will meet specific qualifications for employment as outlined in their job descriptions.

Administration Team:

The administration team at SDCCS comprises the following roles: The Executive Director, Principal, Vice Principal, the Director of Business and Operations, and the Director of Information Technology and Facilities. These roles share the following responsibilities:

- Lead San Diego Cooperative Charter School to achieve its mission, vision, and goals
- Assist charter review and renewal process
- Assess Charter School needs and create effective plans to meet those needs.
- Prepare and deliver reports on areas of responsibility
- Assist/support one another in administration or other capacities as needed.

Executive Director

Job Description Summary:

The Executive Director is a full-time position that leads the activities of San Diego Cooperative Charter Schools. The Executive Director is responsible for implementing the organization's strategic plan and financial, program, and administrative management. The Executive Director will manage a senior staff team and 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 the San Diego Cooperative Charter Schools
- Will actively engage and energize SDCCS families, staff, board members, partnering organizations and supporters.
- Has an exceptional reputation among their peers
- Has experience in building and maintaining partnerships in the non-profit sector
- 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
- Is committed to high-quality public education
- Has the ability to problem-solve creatively and effectively
- Has the ability to meet and manage deadlines
- Is an effective communicator, organizer, and motivator
- Works well with diverse organizations and personalities to promote a shared vision while recognizing and acknowledging essential differences
- Collaborates effectively with team members and board members
- Maintains confidentiality and exhibits sound judgment
- Possesses a sense of humor
- Likes children

ESSENTIAL FUNCTIONS

Leadership

- Provides leadership in developing programmatic, organizational, and financial plans with the Executive Board and staff, and carries out plans and policies authorized by the Board.
- Ensures long-term financial sustainability by achieving and maintaining a balanced budget with appropriate levels of reserves and cultivating new funding sources.
- Administers overall operations of the organization, including supervision of senior staff and oversight of facilities and construction.
- Responsibly manages the organization's financial operations, including developing and implementing the annual budget.
- Implements, develops, maintains, and supports a strong board of directors.
- Effectively manages a diverse organization and works with individuals to collectively create a consensus.
- Serves as the organizational liaison to legal counsel.
- Stays abreast of trends, practices, laws, and other related aspects of education policy.
- Leads the organization following California Education Code to ensure that the Board of Directors carries out its legal responsibilities and serves the needs and interests of the Coop 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.

Fundraising & Communications

- Develops a plan for identifying and cultivating new sources of revenue and supervises staff and volunteers.
- Can skillfully and tactfully communicate the organization's approach and philosophies to entities or individuals.
- Promotes the organization to critical external parties of interest, community partners, the media, and other education agencies and participates in relevant community organizations.

- Serves as the public spokesperson for SDCCS in close collaboration with the Board President.

Principal / Administrator

Position Overview

Department: Office	Reports To: Executive Director
Campus Location: SDCCS	Classification: Certificated
FLSA (Work Status): Exempt	Work Calendar: 11-month
Payroll Schedule: Salaried	Job Supports: Both: Instructional and Non-Instructional Staff

Job Supports: Both: Instructional and Non-Instructional Staff

Scope of Position

Key Position One: Principal

Educational Responsibilities:

Curriculum Development

Knowledge of:

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

Methods and Practices

- Guides teachers in individualizing the curriculum
- Classroom experience in constructivist setting

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 the 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 the need for parents and volunteers

III Communication Responsibilities

General Relations

a) Ensures proactive clear communication with Administration, Staff, and Board

b) Updates the SDCCS community on pertinent information in a timely fashion

c) Demonstrates effective, diplomatic communication based on the communication policy of the school.

d) Resolves conflicts and disputes based on school policy.

Board Relations

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

District and Community Relations

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

Parent Relations

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

Staff Relations

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

IV Supervision

Staff Supervision

- a) The Principal oversees the Business Manager and other administrative positions to ensure completion of all job responsibilities
- b) Evaluates teachers and provides feedback
- c) Provides opportunities for teacher leadership
- d) Articulates an active supervision model which encourages high staff performance and supports individual teaching styles
- e) Supervises 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 comprehensive emergency plan
- k) Ensures compliance with school safety needs

Special Education Supervision

- l) Meets regularly with on site special education personnel.
- m) Requests monthly reports from special education personnel outlining the 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) Maintains relationship and communications with PSA
- p) Provides support and timely information to facilitate the achievement of committee goals

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 how the school's programs can be developed to realize the charter's vision
- d) Communicates and collaborates with the school community to meet the planning needs

Program Quality Review

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

Preferred Knowledge and Experience

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

Physical Requirements / Work Environment

The working conditions of the job require a large amount of computer work as well as observations in classrooms and meetings both inside and outside of school.

Additional Job Information

Does this position work with students? Yes

This position requires data from EDP/Recess Department, Executive Director, Office, Parents, Special Education Department, Students, Teachers, and The CoOp Schools Board of Directors.

This position provides critical input to the Director of Business Operations, Director of IT and Facilities, Director of Operations, EDP Director, Executive

Director, Site Vice Principal, Teacher, The CoOp Schools Board of Directors

Vice Principal

Position Overview

Department: Office	Reports To Executive Director
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Campus Location: SDCCS	Classification: Certificated
FLSA (Work Status): Exempt	Work Calendar: 11-month
Payroll Schedule: Salaried	Job Supports: Both: Instructional and Non-Instructional Staff

This position is designed to be paired with another principal in a collaborative leadership model where two work together to lead and enhance the educational program following school site goals, the charter, and the LCAP.

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 that will result in meeting student performance objectives
- 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 to ensure a safe school climate

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
- d) Resolves conflicts and disputes based on school policy.

Relations with Executive Director & Board of Directors

- e) Works collaboratively with the Executive Director; takes direction when necessary
- f) Provides the Executive Director “The Principal’s Report,” a written status report for all regularly scheduled Board Meetings. Attends Board meetings and presents to the Board during meetings when requested by the Executive Director or the Board President.

District and Community Relations

- g) Complies with District requirements and completes District reports (ex. Annual Prop 39 request)
- h) Networks with the community to identify local and county services and 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 comprehensive volunteer hour requirements.
- m) Conducts surveys for parent feedback and publishes results in the school newsletter

Staff Relations

- n) Maintains positive environment
- o) Acts as liaison/mediator between all members of the SDCCS community
- p) Clarifies and resolves personnel issues on site and within the organization when necessary
- q) Works collaboratively and builds a positive rapport with the co-principal and other SDCCS leadership staff.

IV Supervision

Staff Supervision

- a) The Principal oversees classified positions located on-site to ensure completion of all job responsibilities
- b) Evaluates teachers and classified employees; provides formative feedback when necessary
- 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 the Extended Day 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) Collaborates regularly with on site special education personnel and the Director of Special Education.
- m) Monitors that special education students receive services in correlation with IEP
- 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 LCAP / 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 the LCAP process assessing long- and short-term needs based on academic performance data, mental health data, staff, parent, community input and other measures
- 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) Applies for WASC Accreditation/reaccreditation
- f) Conducts Self-Study and Report Generation

g) Ensures that the school is led in a comprehensive PQR cycle (or equivalent) in subsequent years

EDUCATION AND/OR EXPERIENCE:

- Three years of successful certificated experience working as a teacher with an emphasis on English or mathematics and at least two years of administrative experience.
- Experience as a site principal at the elementary or middle school level.
- A Master's degree from an accredited college or university. Valid California teaching credential Preliminary Administrative credential. Possession of a valid California driver's license.
- Experience teaching English Learners and coordinating English Learner Development programs for a school, charter organization, or district is preferred.
- Professional educational experience in a developmental and constructivist classroom or school is preferred.
- Experience teaching in and leading schools with a $\geq 50\%$ low SES student population.

PHYSICAL DEMANDS:

- The physical demands described here represent those that an employee must meet to perform the essential functions of this job successfully.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to walk. The employee must occasionally lift and move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, and depth perception.
- There may be times when CPI training and techniques are required to ensure student safety.

WORK ENVIRONMENT:

- The work environment characteristics described here represent those an employee may encounter while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment varies greatly from low to high due to working at a school-based location.

Element Six: Health And Safety Procedures

Education Code: Educ. Code §47605(c)(5)(F)

(F) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the school furnish the school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to, inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

Education Code: EC 32282 (a)(3)

(a) The comprehensive school safety plan shall include, but not be limited to, both of the following:

(3)(A) Beginning July 1, 2025, an instructional continuity plan to establish communication with pupils and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency pursuant to Section 41422 or subdivision (a) of Section 46392.

The plan shall include all the following:

(i) Procedures for pupil engagement, as soon as practicable, and no later than five calendar days following the emergency. Procedures shall be designed to establish two-way communication with pupils and their families and identify and provide supports for pupils' social-emotional, mental health, and academic needs.

(ii) A plan to provide access to in-person instruction or remote instruction pursuant to Sections 51747 and 51749.5, as soon as practicable, but no later than 10 instructional days following the emergency. The plan may include support to pupils and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school.

(B) Local educational agencies are encouraged to plan to meet instructional standards that are

at least equivalent to those applicable to independent study programs.

(C)(i) For purposes of this paragraph, "temporarily reassigned" means temporarily reassigned to another local educational agency outside of the school district in which the pupil's parent or guardian resides. Notwithstanding Section 48200 or any other law, a pupil who is temporarily reassigned shall be deemed to have complied with the residency requirements for attendance in the local educational agency that is temporarily serving the pupil pursuant to this section.(ii) Notwithstanding Section 48200 or any other law, a school district, county office of education, or charter school may continue to enroll a pupil who is temporarily reassigned to another school district, county office of education, or charter school pursuant to this section in order to facilitate the timely reentry of the pupil in their prior school after the emergency event has ended.(

D) This paragraph applies to school districts, county offices of education, and charter schools.

SBE Criteria: 5 CCR 11967.5.1(f)(6)

o (6) The procedures that the school will follow to ensure the health and safety of pupils and staff, as required by Education Code section 47605(b)(5)(F), at a minimum:

(A) Require that each employee of the school furnish the school with a criminal record summary as described in Education Code section 44237.

(B) Include the examination of faculty and staff for tuberculosis as described in Education Code section 49406.

(C) Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

(D) Provide for the screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

Introduction

Ensuring our students' and staff's safety and well-being is paramount at San Diego Cooperative Charter School. In alignment with our commitment to providing a secure learning environment, Element Six of our charter renewal focuses on comprehensive health and safety policies. These assurances underscore our dedication to adopting and implementing robust procedures and risk management policies tailored to our school site.

We pledge to collaborate with insurance carriers and risk management experts to safeguard the entire school community in formulating these policies. Our school safety plan will encompass a wide range of safety topics specified in subparagraphs (A) to (L), inclusive, of Section 32282(a)(2). Additionally, we recognize the importance of tactical responses to criminal incidents, and our procedures will be meticulously outlined in the safety plan.

In adherence to our commitment to continuous improvement, the school safety plan will undergo regular reviews and updates, with a mandatory annual revision by March 1.

We encourage and facilitate the use of the California Department of Education's Compliance Checklist for a Comprehensive School Safety Plan following Assembly Bill (AB) 1747: School Safety Plans. This tool serves as a valuable resource for petitioning charter school teams and aiding in drafting a school safety plan that aligns with state regulations and best practices.

At San Diego Cooperative Charter School, the well-being and safety of our school community remain at the forefront of our priorities, and Element Six reflects our unwavering commitment to maintaining a secure and conducive learning environment.

Personnel Background Checks and Compliance Assurance

In alignment with our unwavering commitment to providing a safe and secure educational environment, San Diego Cooperative Charter School affirms its dedication to upholding the highest standards of personnel background checks and compliance. This section outlines the assurances integral to the charter renewal process:

Compliance with Applicable Laws:

San Diego Cooperative Charter School pledges to comply with all relevant State and federal laws governing background checks and clearance for all personnel associated with our educational institution.

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

San Diego Cooperative Charter School shall comply with all provisions of Education Codes

44237 and 44830.1, and 45125.1. The Administration and the Business Office will process all persons assigned to work at the school. They must submit two fingerprints to the California Department of Justice for a criminal record summary. The requirements for criminal records review shall meet or exceed District personnel standards.

Maintenance and Disclosure of Employee Records:

The school commits to adhering to State and federal laws concerning maintaining and disclosing employee records, demonstrating transparency and accountability in our administrative practices.

Criminal Background Checks:

SDCCS commits to conducting criminal background checks for employees and contractors, as mandated by Ed. Code § 44237 and Ed. Code § 45125.1. This proactive measure ensures the safety and well-being of our school community.

Fingerprint Submission for Non-Credentialed Staff:

Non-credentialed staff members at San Diego Cooperative Charter School must submit two sets of fingerprints to the California Department of Justice, aligning with regulatory requirements.

Designation of Compliance Monitoring:

SDCCS outlines the designation of specific staff member(s) responsible for monitoring and ensuring compliance with all applicable laws and regulations. Regular reports will be submitted to the Board of Directors to uphold accountability.

Board Oversight for Principal or Executive Director Clearance:

The Board President or Board Chair of San Diego Cooperative Charter School will personally oversee the fingerprinting and background clearance process for the Principal or Executive Director. This commitment underscores our dedication to robust leadership accountability.

Volunteer Background Checks:

Volunteers not under the direct supervision of a credentialed employee will undergo fingerprinting and background clearance procedures before contributing to our school community if it is on an ongoing, regular basis or overnight extended field trips. This comprehensive approach extends our commitment to diligence and scrutiny to all individuals involved in our educational mission.

San Diego Cooperative Charter School reaffirms these assurances with the understanding that a secure and compliant personnel framework is fundamental to fostering a safe, inclusive, and nurturing educational atmosphere for all our stakeholders.

Role of Staff as Mandated Child Abuse Reporters:

All employees are mandated child abuse reporters and follow all applicable reporting laws, the

same policies, and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in following education Code Section 44691.

Tuberculosis Risk Assessment and Examination:

Employees and volunteers who have frequent or prolonged contact with students are assessed and examined (if necessary) for tuberculosis before commencing employment and working with students, and for employees at least once each four years after that as required by Education Code Section 49406.

Immunizations:

All enrolled students who receive classroom-based instruction must provide records documenting immunizations as is required at public schools according to Health and Safety Code Sections 120325-120375 and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th-grade students must be immunized with pertussis (whooping cough) vaccine booster.

Medication in School and Feminine Hygiene Products:

SDCCS adheres to Education Code Section 49423 regarding medication administration in school and Education Code Section 49414 regarding emergency epinephrine auto-injectors and training for staff members. SDCCS will stock at least 50% of its restrooms, including the men's room, with feminine hygiene products and shall not charge students for these products, under Education Code Section 35292.6.

Vision and Hearing:

Students are screened for vision, hearing, and scoliosis. SDCCS will adhere to the Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

Diabetes:

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th-grade students, according to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

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

Nutritionally Adequate Free or Reduced-Price Meal:

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

California Healthy Youth Act:

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

School Safety Plan:

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to the Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school-wide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents
- Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Rules and procedures on school discipline
- Procedures for conducting tactical responses to criminal incidents
- Procedures to assess and respond to reports of any dangerous violent or unlawful activity

that is veing conducted or threatened to be conducted

Bloodborne Pathogens:

SDCCS meets state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board has established a written plan in the San Diego Cooperative Charter School Safety Plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including HIV and hepatitis B (“HBV”). Staff and students shall follow the latest medical protocol for disinfecting procedures whenever exposed to blood or other bodily fluids through injury or accident.

Element Seven: Achieving Racial & Ethnic Balance

Education Code: Educ. Code §47605(c)(5)(G)

(G) The means by which the charter school will achieve a balance of racial and ethnic balance among its pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

SBE Criteria: 5 CCR 11967.5.1(f)(7)

(7) Recognizing the limitations on admissions to charter schools imposed by Education Code section 47605(d), the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted, as required by Education Code section 47605(b)(5)(G), shall be presumed to have been met, absent specific information to the contrary

The San Diego Cooperative Charter School, despite not being legally obligated to match the demographic balance of the local school district, is committed to making good-faith efforts toward achieving a student body that reflects the diversity of the general population in the region. Following state law, the school's petition focuses on demonstrating how it will actively work towards an appropriate balance in terms of student racial and ethnic representation, English learners, and special education pupils.

Key elements of the school's approach include developing and implementing a comprehensive community and family outreach plan. This plan aims to engage with a broad spectrum of community members and families, ensuring that the school's enrollment is inclusive and representative. The outreach efforts may include:

Community Partnerships: Collaborating with local community organizations, cultural groups, and advocacy networks to foster relationships and promote the school's commitment to diversity.

Multilingual Communication: Providing information in multiple languages facilitates effective communication with families from diverse linguistic backgrounds, particularly English learners.

Inclusive Events and Activities: Hosting events and activities that celebrate diversity, encourage participation from various cultural groups, and create an inclusive environment for all students and families.

Parent and Community Involvement: Actively involving parents and community members in

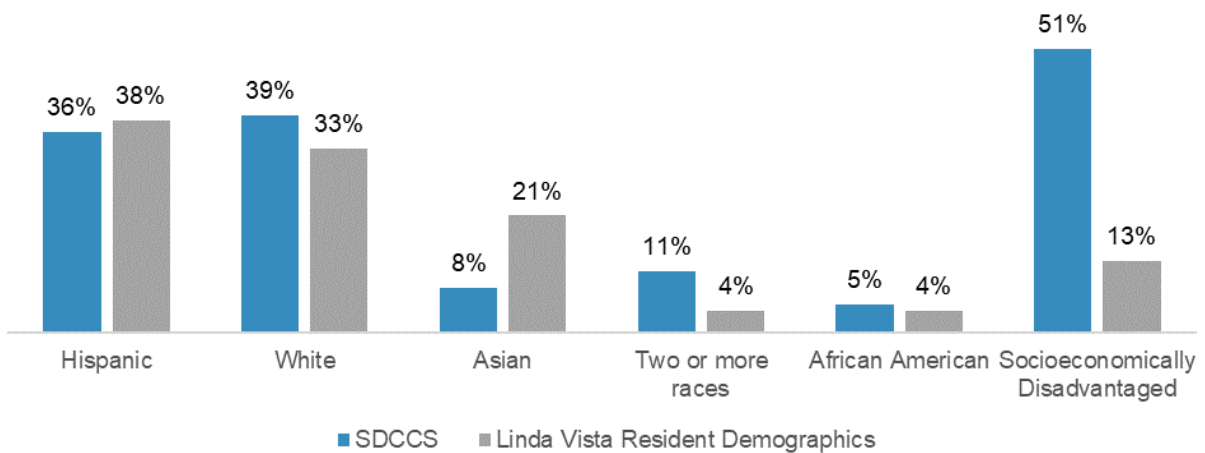
decision-making processes, advisory committees, and school activities to ensure diverse perspectives are considered.

Accessibility and Accommodations: Ensuring that the school facilities and communication methods are accessible to students with special needs and providing necessary accommodations to create an inclusive learning environment.

By implementing these outreach strategies, the San Diego Cooperative Charter School aims to foster an environment where students from different racial, ethnic, linguistic, and special education backgrounds feel welcome and supported. While not bound by specific demographic benchmarks, the school is dedicated to taking proactive steps to achieve a balanced and diverse student population reflective of the broader community.

The diversity of the student population at SDCCS has increased by more than 11% since 2018.

SDCCS Demographics Compared to Community



Linda Vista Resident Demographics

The graphs above show that our school demographics closely resembles that of the Linda Vista community.

Largest Changes Highlighted

SDCCS efforts to increase diversity include but are not limited to:

- Multiple bilingual staff members are in the office and available for phone and in-person translations.

- The charter school application is fully translated into Spanish
- SDCCS website is translated into more than 25 languages with the use of the Google conversion tool that is embedded on the webpage
- The “UN box” is 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, engaging in the Linda Vista Parade, and continuing collaboration with Bayside Community Center.
- Engagement with local schools, charter schools, universities, and the Bayside Community Center
- School participation and support for the Annual Linda Vista Parade that supports the local arts community

Element Eight: Admission Policies and Procedures

Education Code: Educ. Code §47605(c)(5)(H)

(H) Admission policies and procedures, consistent with subdivision (e).

Education Code: Educ. Code §47605(e)

(e)(1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of that pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

(2)(A) A charter school shall admit all pupils who wish to attend the charter school.

(B) If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with

disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

(4)(A) A charter school shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2).

(B) A charter school shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

(C) A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2). This

subparagraph shall not apply to actions taken by a charter school pursuant to the procedures described in subparagraph (J) of paragraph (5) of subdivision (c).

(D) The department shall develop a notice of the requirements of this paragraph. This notice shall be posted on a charter school's internet website. A charter school shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times:

(i) When a parent, guardian, or pupil inquires about enrollment.

(ii) Before conducting an enrollment lottery.

(iii) Before disenrollment of a pupil.

(E)(i) A person who suspects that a charter school has violated this paragraph may file a complaint with the chartering authority.

(ii) The department shall develop a template to be used for filing complaints pursuant to clause (i).

Introduction and Assurances

Charter schools are public schools of choice. All pupils who wish to attend San Diego Cooperative Charter School are eligible.

SDCCS will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Educ. Code § 47605(e)(4)(A).

SDCCS will enroll all students who wish to attend to the extent your school's capacity allows.

SDCCS will be nonsectarian in its programs, admission policies, employment practices and all other operations, and will not charge tuition nor discriminate against any student based upon the characteristics listed in Section 220 (i.e. actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, 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).

SDCCS will adhere to all state and federal laws regarding the minimum age of students. Indicate that admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

As outlined in Education Code § 47605(e)(4)(A), the school:

- SDCCS shall not discourage a pupil from enrolling or seeking to enroll in the charter school and for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any characteristics such as students with disabilities, academically low-achieving, English learners, neglected or delinquent, homeless, socially economically disadvantaged, foster youth, or based on nationality, race, ethnicity, or sexual orientation.
- SDCCS shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, the academic performance of the pupil or because the pupil exhibits any characteristics such as students with disabilities, academically low-achieving, English learners, neglected or delinquent, homeless, socially economically disadvantaged, foster youth, or based on nationality, race, ethnicity, or sexual orientation.
- SDCCS shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.
- SDCCS shall not discourage enrollment or encourage disenrollment for any reason, and specifically for reasons based on academic performance, nationality, race, ethnicity, or sexual orientation, or because the pupil is disabled, academically low-achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or foster youth. Shall provide access to the CDE template "Complaint Notice and Form" on the charter school's website, as well as (1) when a parent, guardian, or pupil asks about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a pupil.

Enrollment Processes and Timelines

SDCCS shall require students who wish to attend SDCCS to complete an Intent to Enroll Form.

No test or assessment or educational records will be collected before acceptance and enrollment into SDCCS.

The following enrollment requirements pertain to all students who apply:

- A parent or guardian must complete and return the application by the published return

enrollment deadline. Applications received after the posted enrollment deadline are placed on a priority-specific wait list in the order received.

- The parent/guardian should attend one school tour. It is not required before applying; however, it is recommended before attending SDCCS. Students may participate in this event, but it is not required. School tours are held regularly throughout the school year at various times to accommodate multiple schedules. These tours allow families to ask questions and become familiar with our school facility and community.
- The parent/guardian must attend an annual orientation session or back-to-school nights. Multiple sessions will be provided to accommodate the diverse schedules of those expected to attend. These sessions detail the expectations of the families who elect to enroll at SDCCS and give families additional opportunities to ask questions and become familiar with our charter school.
- The student and the parents must sign statements indicating that they are familiar with and agree to abide by all policies and procedures outlined in the Parent and Student Handbooks.
- A parent or guardian must complete and 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.

After an offer of admission has been made and accepted, families will be required to submit an enrollment packet including but not limited to:

- Student Enrollment Form
- Proof of Residency
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records

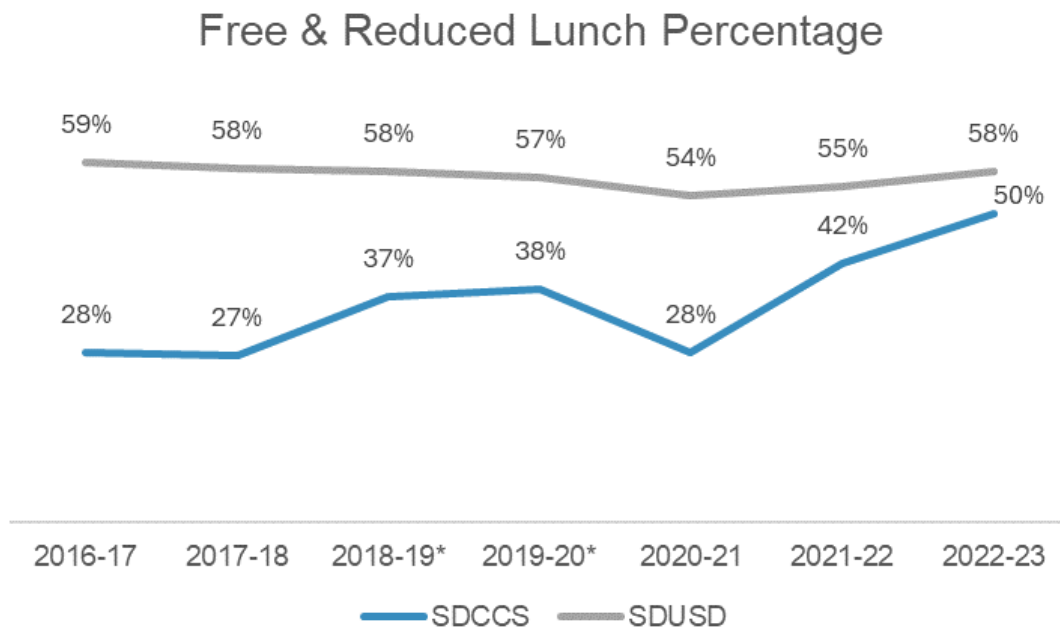
Admission Preferences

SDCCS admission preferences are consistent with state and federal law, they do not require mandatory parental volunteer hours and do not discriminate in any way for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or economically disadvantaged students, as determined by eligibility

for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation.

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

SDCCS has continued to serve an increasing population of students who qualify for Free and Reduced lunch



*2018-19 and 2019-20 includes Mountain View students

Educationally disadvantaged students are targeted during outreach efforts and recruited to attend SDCCS. Research on the progress of charter schools in meeting the needs of educationally disadvantaged students shows that charter schools can serve all students. Surveys of California's charter schools have demonstrated that these schools educate a higher proportion of students who are educationally disadvantaged and below-grade-level students than their counterpart district schools.

All qualified applicants from the priority enrollment period become members of the applicant pool. Grade-level vacancies are filled in priority order. Should the number of pupils who wish to attend San Diego Cooperative Charter School-Linda Vista exceed the school's capacity, a lottery shall be held to determine the enrollment order. Priority for enrollment shall be as follows:

1. Existing students
2. Students of current staff members

3. Siblings of existing students admitted to attend SDCCS.
4. Students from military families, as defined in Education Code Section 49701
5. Students who attend Linda Vista Elementary School and live in Linda Vista
6. Students who live within the boundaries of San Diego Unified School District
7. Students who live outside of San Diego Unified School District
8. All other students, as permitted by law

The Charter School agrees to adhere to the requirements related to admission preferences as outlined in Education Code Section 47605(e)(2)(B)(i)-(iv).

Lottery/Public Random Drawing

1. Applications submitted by the priority deadline are placed in lottery pools based on the priorities for enrollment.
2. Each applicant is only eligible for a single lottery pool based on their highest eligibility qualification.
3. Applications are sorted first by grade, then by lottery pool.
4. An automated system will randomly assign numbers to the applicant in each pool, allowing them to be placed in an order for admittance.
5. Once each application is assigned a number, open enrollment spaces are offered to applicants until the spaces are filled, and the remainder of the applicants are placed on a waiting list in the order which they were drawn.
6. 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.

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

All accepted applicants will receive notification via email, and our enrollment system notifies them via email and text message. They will receive up to five business days to accept or decline the offer for enrollment through our enrollment system. If there is no response after five business days, the vacancy will be considered declined. The application will be withdrawn and offered to the next student on the waiting list.

Vacancies available during the school year will be filled in order from the numbered applicants in the applicant pool. The school will actively enroll students to fill the vacancies throughout the entire school year.

The lottery will take place on the Charter School's campus in a facility large enough to allow all interested parties to observe the drawing or at another public venue near the Charter School large enough to accommodate all interested parties.

The lottery will take place on a weekday, evening, morning, or other time when most interested parties who wish to attend may do so.

Waitlist

Those individuals whose names are drawn after all spaces have been filled will be placed on a waiting list in the order drawn and according to the admission preferences described above, as applicable. A waiting list will never carry over to the following school year.

Homeless and Foster Youth

SDCCS complies with all federal McKinney-Vento Homeless Assistance Act as well as other applicable federal and state laws.

Family Education Rights and Privacy Act (FERPA)

SDCCS complies with the federal Family Educational Rights and Privacy Act (FERPA).

Element Nine: Annual Financial Audit

Education Code: Educ. Code §47605(b)(5)(I)

(I) The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

SBE Criteria: 5 CCR 11967.5.1(f)(9)

o (9) The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority, as required by Education Code section 47605(b)(5)(I), at a minimum:

(A) Specify who is responsible for contracting and overseeing the independent audit.

(B) Specify that the auditor will have experience in education finance.

(C) Outline the process of providing audit reports to the SBE, California Department of Education, or other agency as the SBE may direct, and specifying the timeline in which audit exceptions will typically be addressed.

(D) Indicate the process that the charter school will follow to address any audit findings and/or resolve any audit exceptions.

Financial Audit

An annual independent financial audit of the books and records of SDCCS will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of SDCCS will follow generally accepted accounting principles, and as applicable law requires, the audit will employ generally accepted accounting procedures.

The audit shall be conducted by applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Each year, the Board of Directors will select an independent auditor. The Executive Director and the Director of Business & Operations will contract and oversee the auditing process. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the San Diego County Superintendent of Schools, the State Controller, and the CDE by the 15th of December of each

year. The Executive Director and the Director of Business & Operations will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. All exceptions, deficiencies, and their remedies will be communicated to the District, describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. The Board of Directors will resolve audit exceptions and deficiencies promptly. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of SDCCS is a public record to be provided to the public upon request.

Element Ten: Suspension & Expulsion Procedures 47605 (B) (10)

Education Code: Educ. Code §47605(c)(5)(J)

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Education Code: Educ. Code §47606.2

A petition to establish a charter school shall contain, in addition to the reasonably comprehensive description of the procedures by which pupils can be suspended or expelled from the charter school for the disciplinary reasons or otherwise involuntarily removed from the charter school for any reason and the explanation of how the charter school will comply with

federal and state constitutional procedural and substantive due process requirements that are required by Section 47605, a statement that the suspension procedures will include both of the following requirements:

a) Upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

(b) If a homework assignment that is requested pursuant to subdivision (a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

SBE Criteria: 5 CCR 11967.5.1(f)(6)

o (10) The procedures by which pupils can be suspended or expelled, as required by Education Code section 47605(b)(5)(J), at a minimum:

(A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.

(B) Identify the procedures by which pupils can be suspended or expelled.

(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.

(D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).

(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D):

1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion.

2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.

Policy

This Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students at San Diego Cooperative Charter School. In creating this policy, San Diego Cooperative Charter School has reviewed Education Code Section 48900 et seq., which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The following language closely mirrors the language of Education Code Section 48900 et seq.

SDCCS is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, suspending or expelling a student from regular classroom instruction may be necessary. This policy shall serve as SDCCS's policy and procedures for suspension and expulsion. It may be amended occasionally without the need to amend the charter so long as the amendments comply with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed in the Student Handbook and posted on the SDCCS's website. It will clearly describe discipline expectations; the Policy shall be reviewed with students during the middle school orientation.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, supporting or detaining during and after school hours, using alternative educational environments, suspension, and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

SDCCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary dis-enrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed upon during suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability according to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws, including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

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

Grounds for Suspension and Expulsion of Students

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance at any time, including but not limited to:

- a) while on school grounds;
- b) while going to or coming from school;

- c) during the lunch period, whether on or off the school campus;
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except in self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverages, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, including but not limited to electronic files and databases.
- g) Stole or attempt to steal school property or private property, including but not limited to electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine, including but not limited to cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of their prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.
- l) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in

a school disciplinary proceeding to prevent that student from being a witness and retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drugs.

o) Engaged in or attempted to engage in hazing. For this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For this section, “hazing” does not include athletic or school-sanctioned events.

p) Made terroristic threats against school officials and school property, including but not limited to electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime that will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their safety or their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.

s) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteer and student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

t) Engaged in bullying, including, but not limited to, bullying committed utilizing an electronic act.

i)“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or using an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that have or can be reasonably predicted to have the effect of one or more of the following:

- 1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs who exercises intermediate care, skill, and judgment in conduct for a person of their age or a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- 2) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- 3) Causing a reasonable student to experience substantial interference with academic performance.
- 4) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

ii)“Electronic Act” means the creation or transmission originated on or off the school site employing an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer, or pager, of communication, including, but not limited to, any of the following:

- 1) A message, text, sound, video, or image.
- 2) A post on a social network Internet Web site including, but not limited to
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- 3) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii)An act of cybersexual bullying.

- 1) For purposes of this clause, “cybersexual bullying” means the dissemination of, or the

solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can reasonably be predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, or paragraph 1. A photograph or other visual recording, as described above, shall include the depiction of a nude, seminude, or sexually explicit photograph or other visual recordings of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2) For purposes of this clause, “cybersexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who a juvenile court has adjudged to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s Concurrence.

Non-Discretionary Suspension Offense

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous objects unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

Discretionary Expellable Offenses

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except in self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, including but not limited to electronic files and databases.
- g) Stole or attempted to steal school property or private property, including but not limited to electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine, including but not limited to cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of their prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes, but is not limited to electronic files and databases.
- l) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to other dangerous objects a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- n) Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drugs.
- o) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.
- p) Made terroristic threats against school officials and school property, including but not limited to electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime that will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for their immediate family’s safety, or the protection of school property, which includes but is not limited to, electronic files and database, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to impact the individual’s academic performance negatively or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened, or intimidated school personnel or volunteers and a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- t) Engaged in bullying, including, but not limited to, bullying committed using an electronic act.
- i) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or using an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate, violence, or harassment, threats, or intimidation, which are directed toward one or more students that have or

can be reasonably predicted to have the effect of one or more of the following:

- 1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs who exercises intermediate care, skill, and judgment in conduct for a person of their age or a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- 2) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- 3) Causing a reasonable student to experience substantial interference with academic performance.
- 4) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

ii) "Electronic Act" means the creation or transmission originated on or off the school site employing an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer, or pager, of communication, including, but not limited to, any of the following:

- 1) A message, text, sound, video, or image.
- 2) A post on a social network website including, but not limited to
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another pupil to have one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii) An act of cybersexual bullying.

- 1) For purposes of this clause, "cybersexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel utilizing an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive of paragraph (1). A photograph or other visual recording, as described above, shall include the

depiction of a nude, seminude, or sexually explicit photograph or other visual recordings of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2) For purposes of this clause, “cybersexual bullying” does not include a depiction, portrayal, or image with any serious literary, artistic, educational, political, or scientific value or involves athletic events or school-sanctioned activities.

iv) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely because it has been transmitted or is currently posted online.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who a juvenile court has adjudged to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife unless in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

Non-Discretionary Expellable Offenses

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous objects unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandishing a knife at another person

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or has possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be given due process notice rights and a hearing as required in this

policy. The term “firearm” means:

- a) any weapon (including a starter gun) that will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- b) the frame or receiver of any such weapon;
- c) any firearm muffler or firearm silencer; or
- d) any destructive device. Such a term does not include an antique firearm.

i)The term “destructive device” means

- 1) any explosive, incendiary, or poison gas, including but not limited to
 - (a) bomb,
 - (b) grenade,
 - (c) rocket having a propellant charge of more than four ounces,
 - (d) missile having an explosive or incendiary charge of more than one-quarter ounce,
 - (e) mine, or
 - (f) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director (or administration designee) with the student and their parent and, whenever practical, the teacher, supervisor or school employee who referred the student.

The conference may be omitted if the Executive Director (or administration designee) determines an emergency exists. An "emergency" involves a clear and present danger to students or school personnel' lives, safety, or health. If a student is suspended without this conference, both the parent/guardian and the student shall be notified in writing of the student's right to return to school for a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them and shall be allowed to present their version and evidence in their defense by Education Code 47605(c)(5)(J)(i).

This conference shall be held within two (2) school days unless the pupil waives this right or is

physically unable to attend for any reason, including incarceration or hospitalization.

No penalties may be imposed on a pupil for the failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Executive Director (or administration designee) shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. Suppose Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension. In that case, the notice may request that the parent/guardian respond to such requests immediately. Parents can appeal the suspension within five days in writing to the Executive Director or administrative designee.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or administration designee, the pupil and the pupil's parent/guardian or representative will be invited to a hearing if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made after a conference is held with the pupil or the pupil's parents unless the pupil and the pupil's parents fail to attend the conference.

The Executive Director or administration designee will make this determination upon either of the following determinations:

- 1) the pupil's presence will be disruptive to the education process, or
- 2) the pupil poses a threat or danger to others.

Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion

are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by neutral and impartial the Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend the expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsion Procedures

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

If an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision on whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in an open session three (3) days before the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules, which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and the student's parent/guardian to appear in

person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the Charter School or the hearing officer.

Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the expulsion hearing may permit any one of the support persons for the complaining witness to accompany them to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness, and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room utilizing closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence to be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel and a decision by the

Board to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(e)(3), upon the expulsion of any student, SDCCS shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from SDCCS as the Board of Director's decision to expel shall be final.

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from SDCCS shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district, or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding their determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting any action taken during the closed session consistent with the requirements of the Brown Act. The

pupil's readmission is also contingent upon the Charter School's capacity when the student seeks readmission.

Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected of having engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification of SELPA

SDCCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA for the discipline of any student with a disability or student who SDCCS or the SELPA would be deemed to know that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services to enable the student to continue participating in the general education curriculum. However, in another setting(which could constitute a change of placement and the student's IEP would reflect this change),, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, SDCCS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant,t information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If SDCCS in question was the direct result of the local educational agency's failure to

implement the IEP.

Suppose SDCCS, the parent, and the relevant IEP/504 Team determined that the above applies to the child. In that case, the conduct shall be determined to be a manifestation of the child's disability.

Suppose SDCCS, the parent, and relevant IEP/504 Team members determine that the conduct was a manifestation of the child's disability. In that case, the IEP Team shall:

- a) of having a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that SDCCS had not conducted such assessment before such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review it if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed unless the parent and SDCCS agree to a change of placement as part of the modification of the behavioral intervention plan.

Suppose SDCCS, the parent, and relevant IEP/504 Team members determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan. In that case, SDCCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as those of students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any placement decision, or the manifestation determination, or SDCCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or SDCCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer per state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent and SDCCS agree otherwise.

By 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any placement decision or the manifestation determination or if SDCCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or SDCCS may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a

disability to the placement from which the child was removed, or (2) order a change in the placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's IEP/504 Team shall determine the student's interim alternative educational setting.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities according to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if SDCCS knew that the student was disabled before the behavior occurred. SDCCS shall be deemed to know that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement to Charter School supervisory or administrative personnel or one of the child's teachers that the student requires special education or related services.
- b) The parent has requested an evaluation of the child.

c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special Education or to other Charter School supervisory personnel.

If SDCCS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If SDCCS had no basis for knowledge of the student's disability, it should proceed with the proposed discipline. SDCCS shall conduct an expedited evaluation if the parents request; however, the student shall remain in the educational placement determined by SDCCS pending the evaluation results.

SDCCS shall not be deemed to know that the student had a disability if the parent has not allowed an evaluation, refused services, or was evaluated and determined not to be eligible.

Element Eleven: Retirement Coverage

Education Code: *Educ. Code §47605(c)(5)(K)*

o (K) The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

SBE Criteria: *5 CCR 11967.5.1(f)(6)*

o (11) The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security, as required by Education Code section 47605(b)(5)(K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.

California State Retirement System

All eligible certificated staff members participate in the State Teachers' Retirement System ("STRS") to the extent allowed by law.

All eligible classified staff will participate in the federal social security program ("SSI") and have the option of participating in another retirement plan set up by an independent or government agency, such as 403(b), flexible spending account ("FSA"), health saving accounts ("HSA").

Element Twelve: Public School Attendance Alternative

Education Code: *Educ. Code §47605(c)(5)(L)*

o (L) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

SBE Criteria: *5 CCR 11967.5.1(f)(12)*

o (12) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, as required by Education Code section 47605(b)(5)(L), at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupils has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

Assurances

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

The parent or guardian of each student enrolled in SDCCS will be informed that enrollment in your school provides no right to enrollment in any other school in the district, except to the extent that such right is extended by existing policy.

Element Thirteen: Post-Employment Rights of Employees

Education Code: Educ. Code §47605(c)(5)(M)

o (M) The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

SBE Criteria: 5 CCR 11967.5.1(f)(13)

o (13) The description of the rights of any employees 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, as required by Education Code section 47605(b)(5)(M), at a minimum, specifies that an employee of the charter school shall have the following rights:

(A) Any rights upon leaving the employment of an LEA to work in the charter school that the LEA may specify.

(B) Any rights of return to employment in an LEA after employment in the charter school as the LEA may specify.

(C) Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the SBE determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school

Assurances

No public school district employee shall be required to work at SDCCS. Employees of the District who choose to leave the employment of the District to work at SDCCS will have no automatic rights of return to the District after employment by SDCCS unless specifically granted by the District through a leave of absence or other agreement. SDCCS employees shall have any right upon leaving the District to work in SDCCS that the District may specify, any rights of return to employment in a school district after employment in the SDCCS that the District may specify, and any other rights upon leaving employment to work in SDCCS that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to SDCCS. Employment by San Diego Cooperative Charter School provides no rights of employment at any other entity, including any rights in the case of the closure of SDCCS.

Element Fourteen: Dispute Resolution Procedures

Education Code: *Educ. Code §47605(b)(5)(N)*

o (N) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

SBE Criteria: *5 CCR 11967.5.1(f)(6)*

o (14) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(b)(5)(N), at a minimum:

(A) Include any specific provisions relating to dispute resolution that the SBE determines necessary and appropriate in recognition of the fact that the SBE is not an LEA.

(B) Describe how the costs of the dispute resolution process, if needed, would be funded.

(C) Recognize that, because it is not an LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.

(D) Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the SBE's discretion in accordance with that provision of law and any regulations pertaining thereto.

The San Diego Cooperative Charter School will make every effort to work in harmony with the San Diego Unified School District. It will always work to resolve any disputes in a non-confrontational manner without resorting to formal procedures. Suppose 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. In that case, both parties agree to inform the other, in writing, of the specific issue(s) being disputed, and that writing shall include that relevant fact of the issue(s). Matters within the Boards' authority under Education Code section 47607 (c) and (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 the Executive Director 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. Suppose the matter cannot be mutually resolved or mediated within the above time frame. In that case, 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. It 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 equally share the cost of hiring a mediator. SDCCS shall be solely responsible for its attorney's fees and costs associated with dispute resolution.

If the above process does not resolve the matter, both parties agree to continue negotiations in good faith toward resolving the dispute. Suppose the matter cannot be mutually resolved. In that case, the charter school shall be given a reasonable time to correct the violation unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the school's pupils. In such event, the District reserves the right to take any action it deems appropriate, and the School reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of the School's pupils.

Suppose 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. In that case, the matter will be addressed at the chartering district's discretion per the provision of law and any regulations.

Element Fifteen: Closure Procedures

Education Code: *Educ. Code §47605(c)(5)(O)*

o (O) The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

• 5 CCR 11962: *Definition of Procedures for School Closure.*

o As used in Education Code sections [47605(b)(5)(O)] and 47605.6(b)(5)(Q), “procedures” means, at a minimum, each of the following:

(a) Designation of a responsible entity to conduct closure-related activities.

(b) Notification of the closure of the charter school to parents (guardians) of pupils, the authorizing entity, the county office of education (unless the county board of education is the authorization entity), the special education local plan area in which the school participates, the retirement systems in which the school's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education, providing 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) Provision of a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, to the responsible entity designated in subdivision (a).

(d) Transfer and maintenance of all pupil records, all state assessment results, and any special education records to the custody of the responsible entity designated in subdivision (a), except for records and/or assessment results that the charter may require to be transferred to a different entity.

(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 47604.33.

(i) Identification of funding for the activities identified in subdivisions (a) through (h).

Closure Procedures

Closure of SDCCS will be documented by official action of the Board of Directors. The action will identify the reason for the closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

Notifications

The SDCCS staff will promptly notify parents and students of SDCCS, the District, the San Diego County Office of Education, SDCCS's SELPA, the retirement systems in which SDCCS's employees participate (e.g., the State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and how parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

Management of Student Records

As applicable, SDCCS will provide parents, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All student record transfers will comply with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. SDCCS will ask the District to store original records of Charter School students. All student records of SDCCS shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, SDCCS shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities following applicable law.

Financial Records, Final Reports, and Distribution of Assets

As soon as reasonably practical, SDCCS will prepare final financial records. SDCCS will also have an independent audit completed within six months after closure. SDCCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by SDCCS and provided to the District promptly upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, 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, and an assessment of the disposition of any restricted funds received by or due to SDCCS.

SDCCS will complete and file any annual reports required according to Education Code section 47604.33.

Upon the closure of SDCCS, all assets of SDCCS, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending SDCCS, remain the sole property of San Diego Cooperative Charter School and, upon the dissolution of the non-profit public benefit corporation, shall be distributed following the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include the return of any grant funds and restricted categorical funds to their source following the terms of the grant or state and federal law, as appropriate, which may include the submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property following any conditions established when the donation of such

materials or property was accepted.

Upon closure, San Diego Cooperative Charter School shall remain solely responsible for all liabilities arising from the operation of SDCCS.

As SDCCS is operated by San Diego Cooperative Charter School, a non-profit public benefit corporation, should the corporation dissolve with the closure of SDCCS, the Board will follow the procedures outlined in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As the Budget in Appendix H specified, SDCCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Additional Provisions

“The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the charter school, the manner in which administrative services of the charter school are to be provided and the potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall 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.” Ed. Code § 47605(h)

A. Budgets and Financial Reporting

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

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

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

The Charter School shall provide reports to the District and County Superintendent of Schools as

follows following the Education Code Section 1621 to provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan are required according to the Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter, The school's annual independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education, and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District, including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations from the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

C. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services, including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development, either through its own staff or through an appropriately qualified third-party contractor.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to the District's availability and willingness to provide such services.

D. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

San Diego Cooperative Charter School is currently located at a leased building from the SDUSD at 7260 Linda Vista Rd, San Diego, CA 92111. The District-owned site consists of 18 classrooms, office space, Science Lab, Media Center, and food service. This space houses grades TK-8.

E. Transportation

The Charter School will not provide transportation to and from school except as required by law.

F. Attendance Accounting

The Charter School will implement an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

G. Oversight

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution

processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School can obtain substantially rent-free facilities from the District. According to Education Code Section 47613(f), “revenue of the charter school” is the amount received in the current fiscal year from the local control funding formula calculated under Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

H. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and the school district. Education Code Section 47605(h).

A California non-profit public benefit corporation shall operate the Charter School. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocols to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School’s Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School’s insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed

herein, including employee screening, establishing code of conduct for students, and dispute resolution.

I. Access to Records and Visits

The Charter School shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records, unless the law prohibits disclosure to the District of any such records. The Charter School shall promptly comply with all such reasonable written inquiries including, but not limited to, inquiries regarding its financial records from the District pursuant to Education Code Section 47604.3. Records of the charter school shall be considered public records under the Public Records Act (Government Code Section 6520 et seq.). The District may inspect or observe any part of San Diego Cooperative Charter School Charter School at any time. The District agrees it will not do so unreasonably.



Appendices

APPENDIX A: 2017-2023 CDE CAASPP REPORTS

APPENDIX B: 2023-2026 LCAP

APPENDIX C: ARTICLES OF INCORPORATION & ACTIVE CORP STATUS

APPENDIX D: BOARD BYLAWS

APPENDIX E: CONFLICT OF INTEREST CODE

APPENDIX F: UNIFORM COMPLAINT PROCEDURES

APPENDIX G: GOVERNING BOARD ROSTER

APPENDIX H: STAFF RECRUITMENT AND HIRING

APPENDIX I: 3-YEAR BUDGET & CASH FLOW





APPENDIX A: 2017-2023 CDE CAASPP REPORTS

APPENDIX A: 2017-2023 CDE CAASPP REPORTS

English Language Arts





2017-2018 CAASPP ELA

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ¹	43	51	41	45	50	48	N/A	278
Number of Students Tested ¹	42	51	41	44	50	48	N/A	276
Number of Students With Scores ¹	42	51	41	44	50	48	N/A	276
Mean Scale Score	2401.0	2457.5	2499.3	2518.1	2543.0	2583.9	N/A	N/A
 Standard Exceeded (Level 4) ¹	16.67 %	23.53 %	19.51 %	31.82 %	10.00 %	14.58 %	N/A	19.20 %
 Standard Met (Level 3) ¹	21.43 %	17.65 %	29.27 %	9.09 %	40.00 %	54.17 %	N/A	28.99 %
 Standard Nearly Met (Level 2) ¹	28.57 %	19.61 %	26.83 %	22.73 %	30.00 %	18.75 %	N/A	24.28 %
 Standard Not Met (Level 1) ¹	33.33 %	39.22 %	24.39 %	36.36 %	20.00 %	12.50 %	N/A	27.54 %





2018-2019 CAASPP ELA

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ¹	87	81	72	71	78	66	N/A	455
Number of Students Tested ¹	85	81	72	68	78	64	N/A	448
Number of Students With Scores ¹	85	81	72	68	78	64	N/A	448
Mean Scale Score	2412.8	2445.8	2515.3	2511.2	2544.4	2579.2	N/A	N/A
 Standard Exceeded (Level 4) ¹	20.00 %	14.81 %	30.56 %	16.18 %	12.82 %	17.19 %	N/A	18.53 %
 Standard Met (Level 3) ¹	24.71 %	24.69 %	29.17 %	26.47 %	38.46 %	35.94 %	N/A	29.69 %
 Standard Nearly Met (Level 2) ¹	22.35 %	18.52 %	16.67 %	29.41 %	23.08 %	28.13 %	N/A	22.77 %
 Standard Not Met (Level 1) ¹	32.94 %	41.98 %	23.61 %	27.94 %	25.64 %	18.75 %	N/A	29.02 %





2020-2021 CAASPP ELA

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁱ	39	45	48	39	52	49	N/A	272
Number of Students Tested ⁱ	35	42	47	39	51	48	N/A	262
Number of Students With Scores ⁱ	35	42	47	39	51	48	N/A	262
Mean Scale Score	2427.6	2489.4	2517.6	2525.0	2566.8	2585.8	N/A	N/A
 Standard Exceeded (Level 4) ⁱ	25.71 %	33.33 %	21.28 %	12.82 %	21.57 %	14.58 %	N/A	21.37 %
 Standard Met (Level 3) ⁱ	20.00 %	26.19 %	31.91 %	30.77 %	33.33 %	43.75 %	N/A	31.68 %
 Standard Nearly Met (Level 2) ⁱ	31.43 %	14.29 %	36.17 %	43.59 %	31.37 %	27.08 %	N/A	30.53 %
 Standard Not Met (Level 1) ⁱ	22.86 %	26.19 %	10.64 %	12.82 %	13.73 %	14.58 %	N/A	16.41 %





2021-2022 CAASPP ELA

Overall Achievement

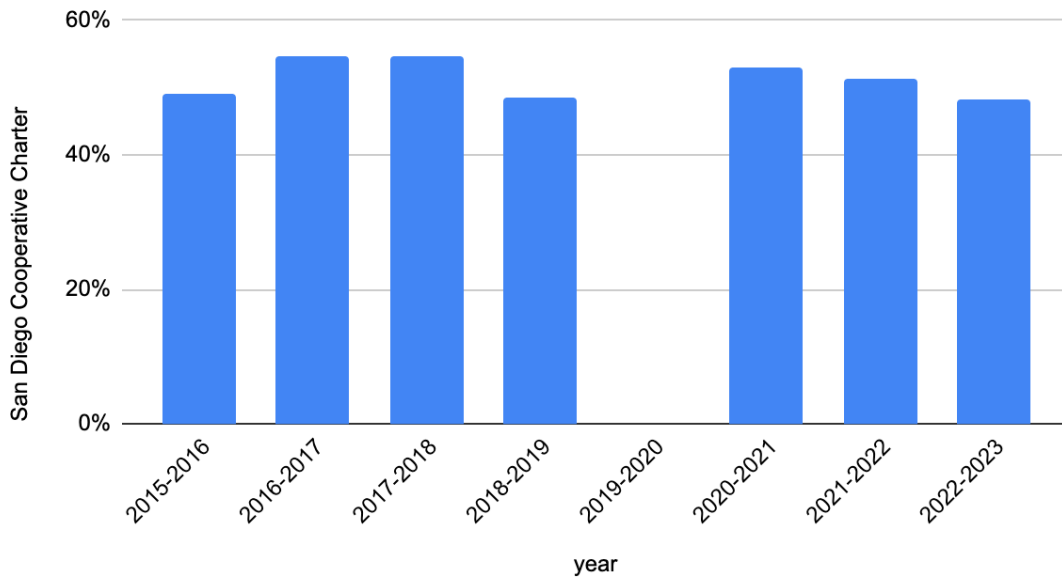
Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁱ	51	41	52	53	43	48	N/A	288
Number of Students Tested ⁱ	50	39	50	53	43	48	N/A	283
Number of Students With Scores ⁱ	50	39	50	53	43	48	N/A	283
Mean Scale Score	2416.9	2478.1	2505.3	2511.9	2581.2	2578.0	N/A	N/A
 Standard Exceeded (Level 4) ⁱ	22.00 %	23.08 %	24.00 %	15.09 %	23.26 %	20.83 %	N/A	21.20 %
 Standard Met (Level 3) ⁱ	18.00 %	33.33 %	28.00 %	26.42 %	39.53 %	37.50 %	N/A	30.04 %
 Standard Nearly Met (Level 2) ⁱ	22.00 %	25.64 %	18.00 %	32.08 %	23.26 %	18.75 %	N/A	23.32 %
 Standard Not Met (Level 1) ⁱ	38.00 %	17.95 %	30.00 %	26.42 %	13.95 %	22.92 %	N/A	25.44 %

2022-2023 CAASPP ELA

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁱ	43	51	41	45	50	48	N/A	278
Number of Students Tested ⁱ	42	51	41	44	50	48	N/A	276
Number of Students With Scores ⁱ	42	51	41	44	50	48	N/A	276
Mean Scale Score	2401.0	2457.5	2499.3	2518.1	2543.0	2583.9	N/A	N/A
 Standard Exceeded (Level 4) ⁱ	16.67 %	23.53 %	19.51 %	31.82 %	10.00 %	14.58 %	N/A	19.20 %
 Standard Met (Level 3) ⁱ	21.43 %	17.65 %	29.27 %	9.09 %	40.00 %	54.17 %	N/A	28.99 %
 Standard Nearly Met (Level 2) ⁱ	28.57 %	19.61 %	26.83 %	22.73 %	30.00 %	18.75 %	N/A	24.28 %
 Standard Not Met (Level 1) ⁱ	33.33 %	39.22 %	24.39 %	36.36 %	20.00 %	12.50 %	N/A	27.54 %





San Diego Cooperative Charter vs. year



Mathematics





2017-2018 CAASPP Math

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁱ	50	51	53	53	53	49	N/A	309
Number of Students Tested ⁱ	47	50	52	52	53	45	N/A	299
Number of Students With Scores ⁱ	47	50	52	52	53	45	N/A	299
Mean Scale Score	2412.5	2446.4	2487.6	2506.2	2559.7	2567.0	N/A	N/A
 Standard Exceeded (Level 4) ⁱ	14.89 %	10.00 %	17.31 %	7.69 %	22.64 %	20.00 %	N/A	15.38 %
 Standard Met (Level 3) ⁱ	21.28 %	30.00 %	21.15 %	19.23 %	28.30 %	26.67 %	N/A	24.41 %
 Standard Nearly Met (Level 2) ⁱ	27.66 %	30.00 %	26.92 %	40.38 %	26.42 %	31.11 %	N/A	30.43 %
 Standard Not Met (Level 1) ⁱ	36.17 %	30.00 %	34.62 %	32.69 %	22.64 %	22.22 %	N/A	29.77 %





2018-2019 CAASPP Math

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁱ	87	81	72	71	78	66	N/A	455
Number of Students Tested ⁱ	85	81	72	68	78	63	N/A	447
Number of Students With Scores ⁱ	85	81	72	68	78	63	N/A	447
Mean Scale Score	2400.2	2440.4	2490.6	2468.8	2533.8	2548.4	N/A	N/A
 Standard Exceeded (Level 4) ⁱ	10.59 %	7.41 %	20.83 %	4.41 %	10.26 %	17.46 %	N/A	11.63 %
 Standard Met (Level 3) ⁱ	20.00 %	22.22 %	13.89 %	13.24 %	33.33 %	14.29 %	N/A	19.91 %
 Standard Nearly Met (Level 2) ⁱ	24.71 %	33.33 %	27.78 %	32.35 %	23.08 %	28.57 %	N/A	28.19 %
 Standard Not Met (Level 1) ⁱ	44.71 %	37.04 %	37.50 %	50.00 %	33.33 %	39.68 %	N/A	40.27 %





2020-2021 CAASPP Math

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ¹	39	45	48	39	52	49	N/A	272
Number of Students Tested ¹	36	42	47	39	51	47	N/A	262
Number of Students With Scores ¹	36	42	47	39	51	47	N/A	262
Mean Scale Score	2412.2	2468.0	2484.1	2507.9	2530.8	2571.8	N/A	N/A
 Standard Exceeded (Level 4) ¹	11.11 %	9.52 %	10.64 %	7.69 %	23.53 %	27.66 %	N/A	15.65 %
 Standard Met (Level 3) ¹	33.33 %	30.95 %	21.28 %	23.08 %	15.69 %	23.40 %	N/A	24.05 %
 Standard Nearly Met (Level 2) ¹	16.67 %	35.71 %	25.53 %	38.46 %	23.53 %	12.77 %	N/A	25.19 %
 Standard Not Met (Level 1) ¹	38.89 %	23.81 %	42.55 %	30.77 %	37.25 %	36.17 %	N/A	35.11 %





2021-2022 CAASPP Math

Overall Achievement

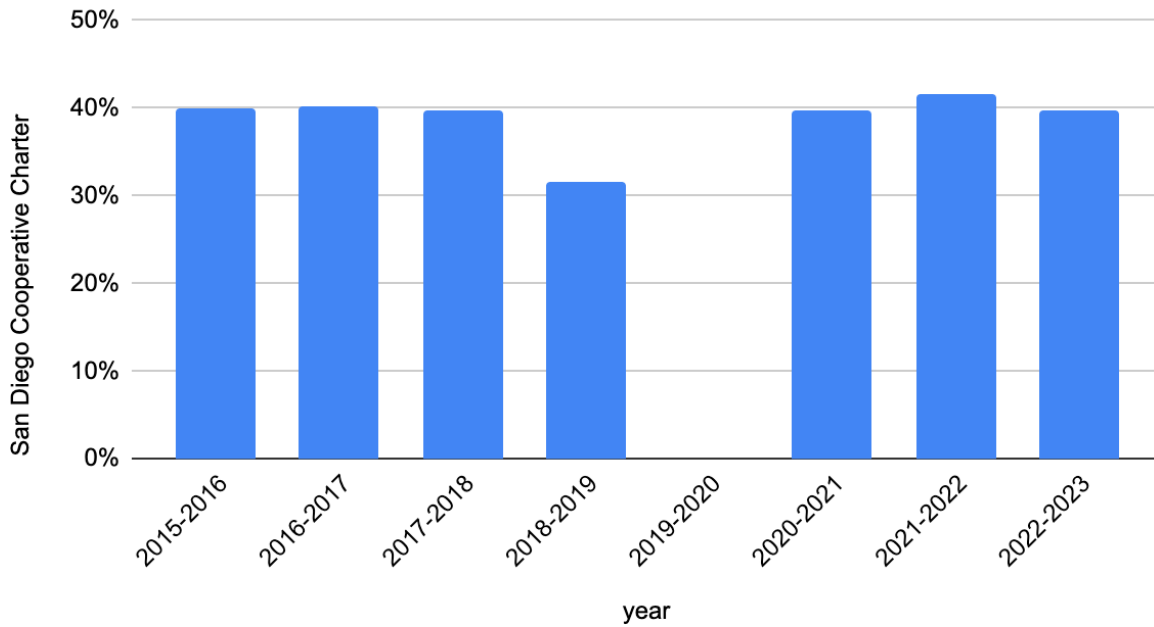
Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ¹	51	41	52	53	43	48	N/A	288
Number of Students Tested ¹	50	39	50	53	43	48	N/A	283
Number of Students With Scores ¹	50	39	50	53	43	47	N/A	282
Mean Scale Score	2408.2	2455.7	2479.6	2519.2	2566.3	2582.3	N/A	N/A
 Standard Exceeded (Level 4) ¹	10.00 %	12.82 %	20.00 %	11.32 %	23.26 %	31.91 %	N/A	18.09 %
 Standard Met (Level 3) ¹	26.00 %	30.77 %	12.00 %	28.30 %	30.23 %	14.89 %	N/A	23.40 %
 Standard Nearly Met (Level 2) ¹	26.00 %	30.77 %	22.00 %	32.08 %	20.93 %	19.15 %	N/A	25.18 %
 Standard Not Met (Level 1) ¹	38.00 %	25.64 %	46.00 %	28.30 %	25.58 %	34.04 %	N/A	33.33 %

2022-2023 CAASPP Math

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁱ	43	51	41	45	50	48	N/A	278
Number of Students Tested ⁱ	42	51	41	45	50	48	N/A	277
Number of Students With Scores ⁱ	42	51	41	45	50	48	N/A	277
Mean Scale Score	2402.6	2473.6	2463.4	2495.3	2527.5	2610.1	N/A	N/A
 Standard Exceeded (Level 4) ⁱ	7.14 %	13.73 %	9.76 %	13.33 %	14.00 %	35.42 %	N/A	15.88 %
 Standard Met (Level 3) ⁱ	23.81 %	33.33 %	12.20 %	22.22 %	24.00 %	20.83 %	N/A	23.10 %
 Standard Nearly Met (Level 2) ⁱ	30.95 %	35.29 %	31.71 %	20.00 %	34.00 %	20.83 %	N/A	28.88 %
 Standard Not Met (Level 1) ⁱ	38.10 %	17.65 %	46.34 %	44.44 %	28.00 %	22.92 %	N/A	32.13 %

San Diego Cooperative Charter vs. year



APPENDIX B: 2023-2026 LCAP



San Diego

COOPERATIVE CHARTER SCHOOL

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego Cooperative Charter School	Sarah Saluta Executive Director	Sarah@sdccs.org (858) 496-1613

Goals and Actions

Goal

Goal #	Description
1	With a diversity, equity, and inclusion lens, SDCCS will continue to provide all students with high-quality developmental, constructivist educational programs using evidence-based pedagogical strategies with a rigorous standards-aligned curriculum that focuses on the diverse learning needs of our students so they are prepared for the ever-changing global world.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. EL performance on ELPAC Summative Assessment.	Create a new baseline performance on the ELPAC Summative Assessment.	34.7% of our Emergent Bilingual Students were well developed on our 2020-2021 ELPAC	33.3% of our Emergent Bilingual Students were well developed on our 2022-2023 ELPAC (excluding the k-2 students)	We have not yet received our ELPAC data from the 2023-2024 school year.	We hope to achieve 35% of Emergent Bilingual students testing on at well developed on the Summative Assessment on the ELPAC
1B. Continue implementing classroom supports utilizing the RTI model, maintaining a Special Education identification rate of less than 5%	3.4% in 2016-2017. 13 newly identified.	3.0% in 2021-2022 with 13 students newly identified.	2.8% in 2022-2023 as of June 1st with 12 students newly identified.	We have implemented an MTSS, ELD program and we are utilizing the RTI model to maintain identification rates.	Maintaining an identification rate less than 4%
1C. California Assessment of Student Performance and Progress (CAASPP).	48.2% of ELA Students Meet or Exceed 31.5% of Math Students Meet or Exceed	53.05% of ELA Students Met or Exceeded Standards, 39.7% of Math Students Met or Exceeded Standards	51.24% of ELA Students Met or Exceeded Standards, 41.49% of Math Students Met or Exceeded Standards	We have not yet received our CAASPP data from the 2023-2024 school year.	CAASPP Data 56% of ELA Students Meet or Exceed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Based on 2018-2019 CAASPP data.	CAASPP data above is based on preliminary results from 2019	CAASPP data above is based on 2020-2021 CAASPP results	CAASPP data above is based on 2022-2023 CAASPP results		39% of Math Students Meet or Exceed
1D. We will maintain a Middle School Dropout Rate of 0%	0% in 2018-2019	0% in 2021-2022	0% in 2022-2023	0% in 2023-2024	0% drop out rate in 2023-2024
1E. We will aim for an attendance rate of 96% or higher.	94.8% in 2019-2020 ADA	93.1% in 2020-2021 ADA	95.39% in 2022-2023 ADA	95.30% in 2023-2024 ADA	95% attendance rate
1F. We will maintain an 8th grade exit portfolio pass rate of 100%.	100% in 2019-2020	100% in 2021-2022	100% in 2022-2023	100% in 2023-2024	100% pass rate in 2023-2024

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

To effectively carry out the LCAP goal at San Diego Cooperative Charter School (SDCCS) through a lens of diversity, equity, and inclusion, the following strategies have been implemented:

Culturally Responsive Curriculum: Develop and implement a curriculum that reflects the diverse backgrounds and experiences of students at SDCCS. This includes integrating content that represents various cultures, languages, and perspectives, allowing students to see themselves reflected in their learning materials.

Differentiated Instruction: We have implemented instructional strategies that accommodate the diverse learning needs of students. This involved providing multiple pathways for students to demonstrate understanding, offering individualized support, and utilizing various teaching methods to engage different learning styles.

Professional Development: We provided ongoing professional development with opportunities for teachers and staff focused on diversity, equity, and inclusion. This training included topics such as implicit bias, culturally responsive teaching practices, race lighting and strategies for creating inclusive classroom environments.

Community Engagement: We fostered partnerships with families and the broader community to ensure that diverse voices are heard and represented in decision-making processes. This involved hosting forums for parents and caregivers to provide feedback on the school's programs and policies, as well as collaborating with community organizations to offer culturally relevant resources and support services.

Data Collection and Analysis: We regularly collected and analyze data on student achievement, attendance, and disciplinary actions disaggregated by race, ethnicity, language, socio-economic status, and other relevant factors. Use this data to identify disparities and inform decision-making aimed at addressing inequities.

Equity Audits: Conducted equity audits of school policies, practices, and procedures to identify areas where improvements can be made to promote equity and inclusion.

Student Support Services: Ensured that all students have access to appropriate support services to address their academic, social, and emotional needs. This includes providing counseling, MTSS, English language learner support, and accommodations for students with disabilities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Implementing a multi-tiered system of support (MTSS) at San Diego Cooperative Charter School is taking longer to realize due to the multifaceted nature of the process. Initially, comprehensive assessments are required to identify students' needs across academic, behavioral, and social-emotional domains, followed by staff selection and training in evidence-based interventions. Then, the crucial step is establishing data collection mechanisms and monitoring systems to track student progress effectively. Furthermore, ensuring fidelity to the MTSS framework necessitates ongoing professional development, collaboration among teachers, administrators, and support staff, and aligning school policies and practices. Finally, engaging parents and the broader school community is essential to foster a cohesive and supportive environment. These sequential steps and the need for continuous refinement and adaptation contribute to the time-intensive nature of implementing MTSS at San Diego Cooperative Charter School.

This year, we have increased our MTSS work and our MTSS team. We will continue to build out that team in 2024-2025 and increase our collaboration and data collection mechanisms.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will continue to implement RTI in working with our Students With Special Needs however we will be altering the goal not to include classification rates as that is difficult to control in our random lottery.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Continue to invite and engage parents and other stakeholders to participate in our program through collaboration and communication to support all students in increased attendance, leading to a path to college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A. Maintain a parent volunteer program with 10,000 volunteer hours logged per year.	Our parent volunteer hours were 10,541 in 2020-2021 school year.	Our parent volunteer hours were 3,520 in 2021-2022 school year.	Our parent volunteer hours were 5,650 in May of the 2022-2023 school year.	Our parent volunteer hours were 7,015 in May of the 2023-2024 school year.	Maintain a parent volunteer program with 13,000 volunteer hours logged per year.
2B. Report Card Data - 100% of parents receive a detailed and updated learning profile of student strengths and areas of growth in a narrative form and are invited to meet with instructional staff.	100% of our parents received a narrative report card tailored to their child and invited to meet twice a year with the child's classroom teacher.	100% of our parents received a narrative report card tailored to their child and invited to meet twice a year with the child's classroom teacher.	100% of our parents received a narrative report card tailored to their child and invited to meet twice a year with the child's classroom teacher.	100% of our parents received a narrative report card tailored to their child and invited to meet at least twice a year with the child's classroom teacher.	100% of our parents received a narrative report card tailored to their child and invited to meet twice a year with the child's classroom teacher.
2C. Minimum of 5 Parent trainings / informational meetings during and outside of the regular school day.	In 2020 we greatly exceeded the parent information meetings due to COVID-19. We offered 11 parent meetings.	In 2021-2022 School Year we offered 6 informational meetings throughout the school year.	In 2022-2023 School Year we offered 5 informational meetings throughout the school year.	As of May of 2023-2024 school year we have offered 6 informational / training meetings.	Minimum of 5 parent trainings / informational meetings during and outside of the regular school day.
2D. Teachers meet with 90% of	88% of parents met with teacher for student conferences.	94.6% of parents met with teachers for student conferences.	91.3% of parents met with teachers for student conferences.	88%% of parents met with teachers	100% of parents met with teachers for student conferences.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parent/guardian for student conferences				conferences in 2023-2024 school year.	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

San Diego Cooperative Charter School diligently pursued their LCAP goal of inviting and engaging parents and other stakeholders to participate in their program through collaboration and communication, ultimately supporting all students in increasing attendance and paving the way for college and career readiness.

To realize this objective, the school employed various strategies. They organized regular parent-teacher conferences, open houses, and informational sessions to keep parents informed about their child's progress and the school's initiatives. Additionally, they established a parent advisory committee to provide a platform for parents to voice their concerns and ideas, fostering a sense of ownership and involvement in the school community.

Furthermore, the school leveraged technology to enhance communication with parents, utilizing platforms such as newsletters, emails, and a dedicated parent portal on the school website to share important updates, resources, and opportunities for involvement.

In collaboration with community organizations and local businesses, San Diego Cooperative Charter School also organized workshops and events aimed at promoting college and career readiness among students and parents alike. These initiatives included college fairs, career exploration sessions, and financial aid workshops, providing valuable information and support to families as they navigated the path toward higher education and professional success.

Through these concerted efforts in collaboration and communication, San Diego Cooperative Charter School successfully engaged parents and stakeholders in supporting students, leading to increased attendance and a clear trajectory toward college and career readiness for all students.

It should be noted that we have altered our Middle School report cards to reflect grades as well as narrative to best reflect the performance of our students. In addition we have increased meeting opportunities in grades 6, 7 and 8.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In the wake of the Covid-19 pandemic, San Diego Cooperative Charter School has noted a marked decline in parent engagement and volunteering, impacting efforts to support all students in achieving increased attendance and readiness for college and career. The demands and constraints imposed by the pandemic have reshaped the landscape of parental involvement. Many parents now find themselves grappling with increased work responsibilities, remote work setups, and childcare duties, leaving them with limited time and energy to volunteer as extensively as they did before. Despite these obstacles, the school remains dedicated to finding alternative avenues for parent engagement and collaboration, recognizing the vital role parents play in their child's educational journey.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In light of the ongoing challenges posed by the Covid-19 pandemic, San Diego Cooperative Charter School has made the decision to reduce the goal of achieving 10,000 volunteer hours annually. Despite concerted efforts, the school has fallen short of this target due to the significant disruptions caused by the pandemic impacting the ability of parents and stakeholders to volunteer their time and resources as they previously would. Recognizing the realities of the current situation, the school believes that adjusting the volunteer hour goal is a pragmatic approach to align expectations with the current circumstances while still fostering a spirit of community involvement and support. By setting a more attainable target, the school aims to encourage meaningful participation from volunteers and optimize the resources available to support student success during these challenging times.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	All students will receive a comprehensive course of instruction from appropriately trained and credentialed teachers, access to standard-aligned instructional materials, and learn in a rich, functional, and safe academic environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A. All core teachers will meet the Highly Qualified Teacher standards	All core teachers meet HQT standards	All core teachers meet HQT standards	All core teachers meet HQT standards	All core teachers meet HQT standards	All teachers meet HQT standards
3B. Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD and collaboration time per year	Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD and collaboration time per year	Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD and collaboration time per year	Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD and collaboration time per year	Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD provided per year	Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD provided per year along with intentional small PLC that focus on focused instructional goals.
3C. Classified IAs will receive 2 full days + 20 hours = minimum of 36 hours of PD provided per year	Classified IAs will receive 2 full days + 20 hours = minimum of 36 hours of PD provided per year	Classified IA's received 5 full days of PD this year	Classified IA's received 5 full days of PD this year	Classified IA's received 7 full days of PD this year plus 2 hour monthly trainings equaling 76 hours.	Classified IAs received 2 full days + 20 hours = minimum of 36 hours of PD provided per year along with structured lessons from the SELPA and EL Coordinator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3D. The school will maintain a safe and functional academic environment as measured by the LCAP survey of all stakeholders.	90% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey	96.2% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey	96.9% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey	90% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey.	98% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey
3E. The leadership team will annually review and improve our Comprehensive Safety Plan	The leadership team will annually review and improve our Comprehensive Safety Plan	The leadership team annually reviewed, improved and had an April 2022 approval our Comprehensive Safety Plan by the Board of Directors	The leadership team annually reviewed, improved and had an April 2023 approval our Comprehensive Safety Plan by the Board of Directors	The leadership team will conducted the annual review of the safety plan in February of 2024.	We will expand the leadership team that will annually improve our Comprehensive Safety Plan
3F. School staff will practice monthly safety drills	SDCCS staff practice a variety of drills monthly.	SDCCS staff practice a variety of drills monthly.	SDCCS staff practice a variety of drills monthly.	SDCCS staff practiced a variety of drills monthly.	SDCCS staff practice a variety of drills monthly with at least one full scale disaster drill annually.
3G. SDCCS master schedule will include supervision of students at all times	Students are supervised at all times.	Students are supervised at all times.	Students are supervised at all times.	Students were supervised at all times.	Students are supervised at all times.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

San Diego Cooperative Charter School diligently pursued its LCAP goal of ensuring that all students receive a comprehensive course of instruction from appropriately trained and credentialed teachers, access to standard-aligned instructional materials, and learn in a rich, functional, and safe academic environment through a multi-faceted approach.

Firstly, the school prioritized the recruitment and retention of highly qualified teachers by offering salaries bonuses and a comprehensive benefits packages, professional development opportunities, a supportive work environment and 1K funds that support all classrooms. This ensured that all educators at the school were not only well-qualified but also continuously engaged in enhancing their teaching skills to better meet the needs of diverse learners.

Additionally, the school invested in ongoing curriculum development and revision processes to ensure that instructional materials were not only aligned with state standards but also reflective of best practices in teaching and learning. This involved regular review cycles where teachers, administrators, and curriculum specialists collaborated to identify areas for improvement and implement necessary changes.

Furthermore, San Diego Cooperative Charter School implemented various strategies to create a rich, functional, and safe academic environment for its students. This included maintaining clean and well-equipped facilities conducive to learning, implementing evidence-based behavior management techniques to foster positive school culture, and providing support services such as counseling and special education accommodations to meet the diverse needs of students.

Through these concerted efforts, San Diego Cooperative Charter School successfully carried out its LCAP goal of providing all students with a high-quality education in a supportive and enriching academic environment.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

This year our Safety Plan had a complete rehaul due to new legislative requirements. These changes were considerable and required a concerted amount of time and energy.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Teacher qualifications at charter schools have increased over the years. It is a priority for us to put the most qualified teachers into our classrooms. If a teacher does not have a specific credential that they are in the process of obtaining then we will complete the Declaration of

Need to the county and our Board of Directors and begin the Local Assignment process. HQT is no longer federally mandated; however, SDCCS works hard to secure and retain staff with the HQT qualifications below.

Bachelor's Degree: The teacher must hold at least a bachelor's degree from an accredited institution.

Teacher Preparation Program: Completion of a state-approved teacher preparation program.

Credential: Possess a valid California teaching credential appropriate for the subject and grade level.

Subject Matter Competence: Demonstrated subject matter competence, usually by passing the appropriate subject matter examinations or completing coursework in the subject area.

Alternative Route Programs: Teachers participating in alternative route programs, such as internships, may also qualify if they meet certain requirements set by the California Commission on Teacher Credentialing (CTC).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Developed a Multi-Tiered System of Support (MTSS) framework as part of a strategic effort to meet the academic needs of the SDCCS diverse student population, specifically our English Learners, Foster Youth, and students with Disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A. Increased percent of EL who progress in English proficiency as measured by the ELPAC.	Establish a new baseline as one school of the percent of EL who progress in English proficiency as measured by the ELPAC	33% of our Emergent Bilingual students were identified in the performance level of well developed measured by the ELPAC	28.13% of our Emergent Bilingual students were identified in the performance level of well developed measured by the ELPAC	We have not yet received our summative ELPAC results.	36% of our Emergent Bilingual students were identified in the performance level of well developed measured by the ELPAC
4B. Increased English Learner initial reclassification rate.	Establish a new baseline as one school for our initial reclassification rate in 2020-2021.	1% of our Emergent Bilingual Students were reclassified in their initial assessment 2021-2022.	30% of our Emergent Bilingual Students were reclassified in their initial assessment 2022-2023.	We have not yet received our summative ELPAC results.	3% of our Emergent Bilingual Students will be reclassified.
4C. Increased CAASPP scores for students with special needs in Language Arts, Reading and Math.	CAASPP Scores for students with special needs who met or exceeded standards L. Arts= 28.26% Math= 19.76%	CAASPP Scores for students with special needs who met or exceeded standards L. Arts=40.3% Math= 26.87% Scores from 2020-2021	CAASPP Scores for students with special needs who met or exceeded standards L. Arts=27.4% Math= 19.18% Scores from 2021-2022	We have not yet received our 2023-2024 CAASPP scores.	CAASPP Scores for students with special needs L. Arts= 37.27% Math= 25.76%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Implementing a Multi-Tiered System of Support (MTSS) framework as part of the Local Control Accountability Plan (LCAP) goal at San Diego Cooperative Charter School (SDCCS) involved several key steps:

Assessment and Needs Analysis: SDCCS began by conducting a comprehensive assessment of their student population to identify the specific academic needs of English Learners, Foster Youth, and students with Disabilities. This assessment helped to understand the existing support structures and areas where improvement was needed.

Development of MTSS Framework: SDCCS has developed a customized MTSS framework tailored to the needs of our diverse student population. This framework included multiple tiers of support, with increasingly intensive interventions for students who require additional assistance.

Training and Professional Development: Faculty and staff at SDCCS received training and professional development on implementing the MTSS framework effectively.

Data Collection and Progress Monitoring: SDCCS is working established systems for collecting data on student progress and monitoring the effectiveness of their MTSS interventions. This ongoing data collection allows educators to make data-informed decisions about the allocation of resources and the modification of interventions as needed.

Collaboration and Communication: Collaboration and communication among teachers, administrators, support staff, and parents are essential components of a successful MTSS implementation. SDCCS is working to established mechanisms for regular communication and collaboration to ensure that all stakeholders are working together to support student success.

Cultural Competence and Equity: Given the diverse student population at SDCCS, particular attention was paid to ensuring that the MTSS framework is culturally responsive and equitable. This involved providing training on cultural competence and implementing strategies to address the unique needs of various student groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Several of the above MTSS components are need additional work and attention. Specifically staff professional development, systems for data collection as well as building out systems for collaboration and communication.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The goal will be modified to focus primarily on our next steps in building out an effective MTSS framework. The expected outcomes from a fully realized MTSS framework are:

Improved Academic Achievement: Students receive targeted interventions tailored to their needs, leading to better academic performance across various subjects.

Early Intervention: MTSS identifies struggling students early on and provides timely interventions to address their specific learning needs, preventing academic gaps from widening.

Increased Equity: By offering additional support to students based on their individual needs, MTSS helps address disparities in academic achievement, ensuring that all students have access to the resources they need to succeed.

Enhanced Behavior and Social-Emotional Skills: MTSS isn't just about academics; it also addresses behavioral and social-emotional needs. Students receive support to develop positive behaviors and social skills, leading to improved classroom behavior and relationships with peers and teachers.

Data-Informed Decision Making: MTSS relies on data to identify students' needs, monitor progress, and make informed decisions about interventions. This data-driven approach helps educators tailor interventions effectively and track their impact over time.

Collaborative School Culture: MTSS promotes collaboration among educators, administrators, parents, and other stakeholders. By working together to support student success, schools create a culture of shared responsibility and continuous improvement.

Resource Optimization: MTSS optimizes the allocation of resources by focusing interventions where they're most needed. This targeted approach ensures that resources such as time, personnel, and instructional materials are used efficiently to support student learning.

Positive School Climate: When students receive the support they need to succeed academically and socially, it fosters a positive school climate where all members of the school community feel valued and supported.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



San Diego

COOPERATIVE CHARTER SCHOOL

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Diego Cooperative Charter School

CDS Code: CA

School Year: 2024-25

LEA contact information:

Sarah Saluta

Executive Director

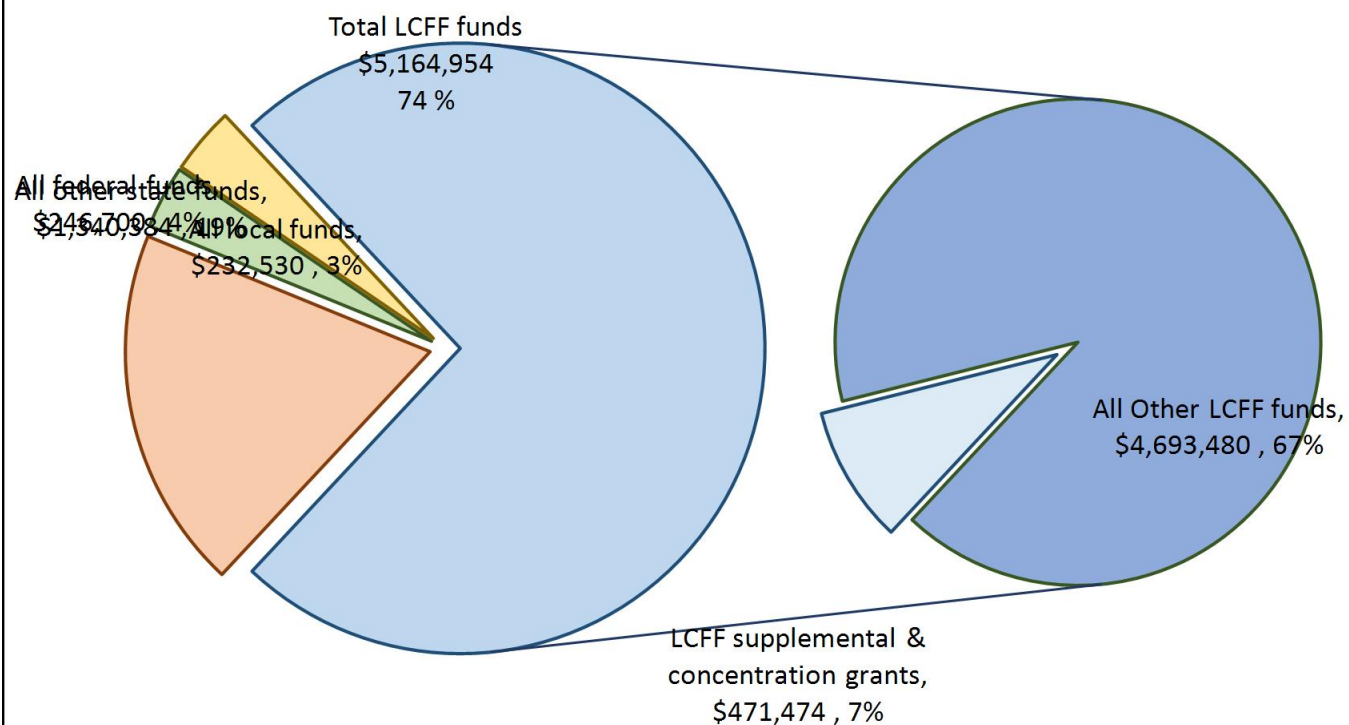
sarah@sdccs.org

(858) 496-1613

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

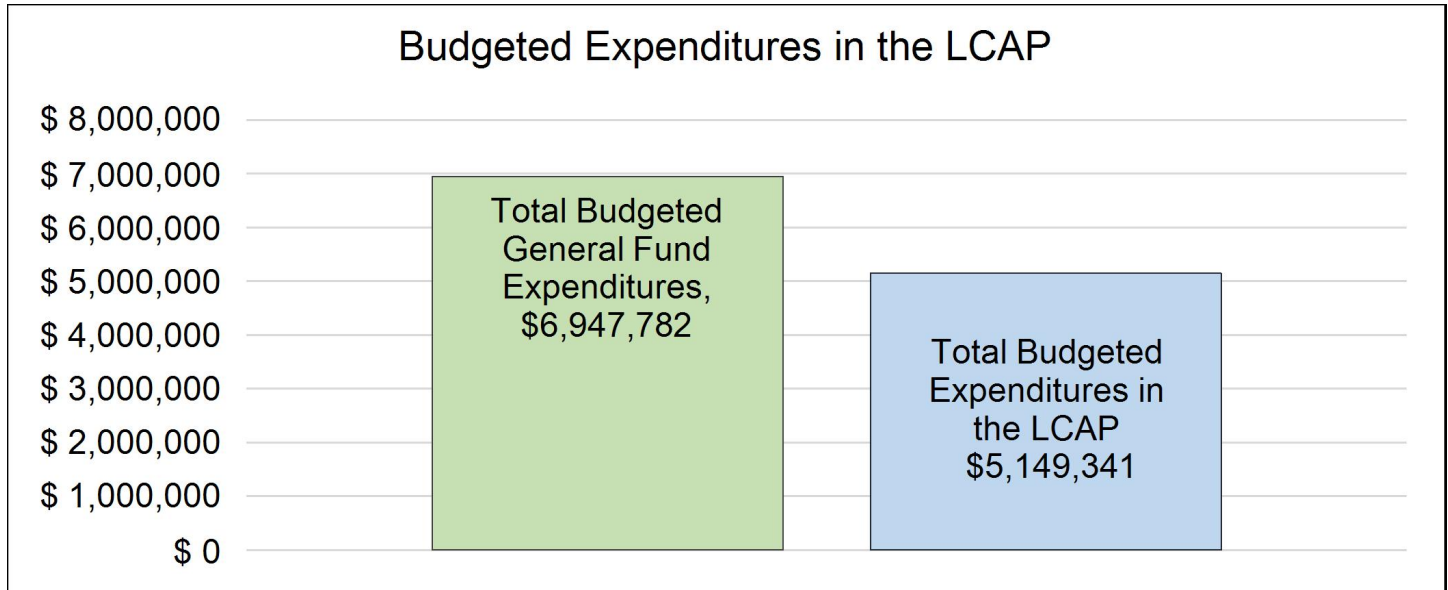


This chart shows the total general purpose revenue San Diego Cooperative Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Diego Cooperative Charter School is \$6,984,568, of which \$5,164,954 is Local Control Funding Formula (LCFF), \$1,340,384 is other state funds, \$232,530 is local funds, and \$246,700 is federal funds. Of the \$5,164,954 in LCFF Funds, \$471,474 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much San Diego Cooperative Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Diego Cooperative Charter School plans to spend \$6,947,782 for the 2024-25 school year. Of that amount, \$5,149,341 is tied to actions/services in the LCAP and \$1,798,441 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

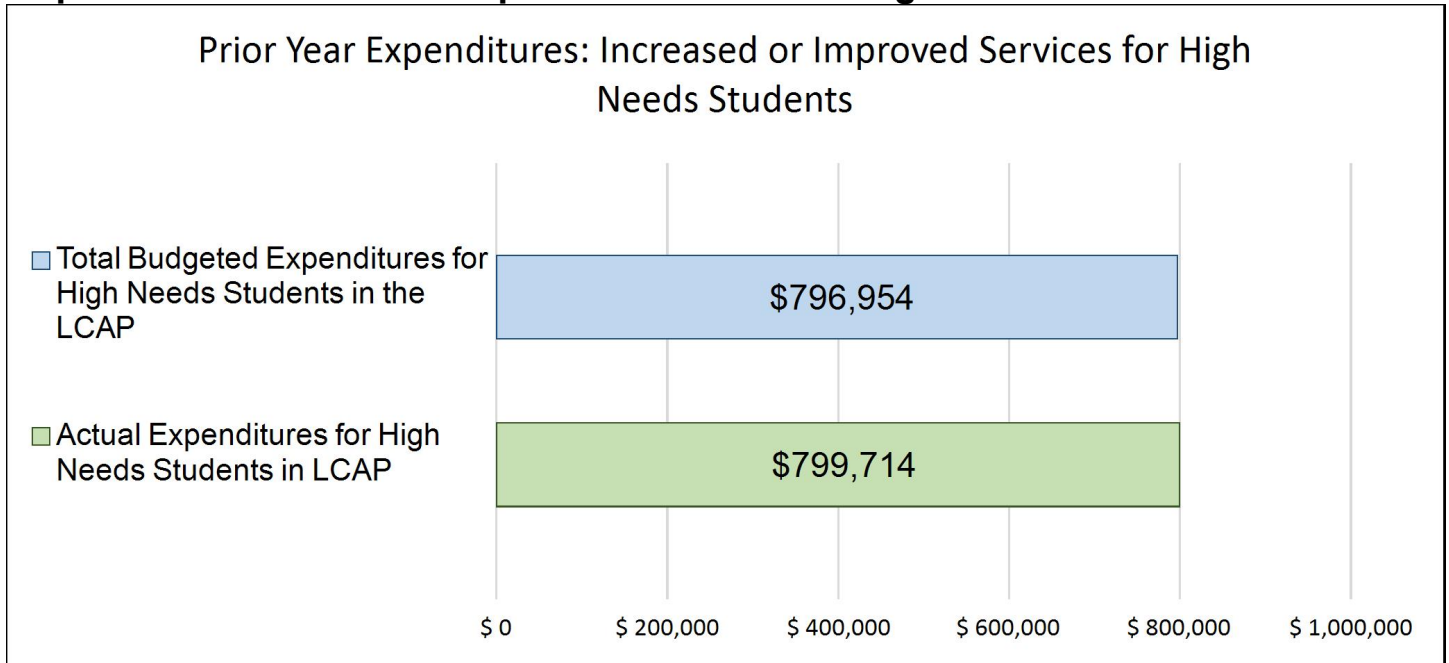
Major general fund expenditures not included in the LCAP include operating expenses (facilities, utilities, maintenance costs) and staffing costs that support the organization (custodian, clerical staff).

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, San Diego Cooperative Charter School is projecting it will receive \$471,474 based on the enrollment of foster youth, English learner, and low-income students. San Diego Cooperative Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. San Diego Cooperative Charter School plans to spend \$804,317 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what San Diego Cooperative Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Diego Cooperative Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, San Diego Cooperative Charter School's LCAP budgeted \$796,954 for planned actions to increase or improve services for high needs students. San Diego Cooperative Charter School actually spent \$799,714 for actions to increase or improve services for high needs students in 2023-24.



San Diego

COOPERATIVE CHARTER SCHOOL

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego Cooperative Charter School	Sarah Saluta Executive Director	Sarah@sdccs.org (858) 496-1613

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

San Diego Cooperative Charter School (SDCCS) is 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, ask probing questions, encourage intellectual exploration, experiment, and provide needed resources in a warm, welcoming classroom environment. In practice,

this results in a project-based curriculum built on student interests and student needs. This facilitates interactions, explorations, and problem-solving, resulting in knowledge construction and conceptual development. Students learn language arts, mathematics, and science concepts through real-world activities, simulations, and projects.

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 and 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 a typical year, SDCCS serves 466 children in transitional kindergarten through eighth grade and is a vibrant community of students, teachers, staff, and families. Our students flourish in an environment with high family engagement, and we continually work to foster this community spirit. We are proud to be a school that has focused and continues to focus on Social-Emotional Learning, with a focus on empathy.

The SDCCS community 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 can access Performing Arts classes, PE, and Dance courses within and outside the self-contained classroom setting. The entire instructional staff is trained in social-emotional practices supported by credentialed counselors, a Dean, and Administrators. Middle School students have diverse elective classes, some of which include but are not limited to Integrated Math One, 3D Art, Design Engineering, Debate, ASB, and other choices that foster teamwork and creativity.

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

Parent involvement is a cornerstone of SDCCS. The parents and families are highly engaged in various volunteer and educational opportunities. Parents are welcomed and encouraged to be co-educators in our classrooms, as well as many other volunteer opportunities. Teachers and staff provide educational opportunities for parents, and our dynamic PSA organizes community-building events. The community spirit of SDCCS is most evident at our Project Nights. Student work is displayed in classrooms; students have an authentic audience for their work and hands-on activities for students to share their learning. Families come together in a festive atmosphere to celebrate student learning and gather as a community.

This collaborative spirit of SDCCS extends beyond the school's learning community. SDCCS has a strong working relationship with the University of San Diego and San Diego State University. SDCCS values the acts of service to our community and outside the school walls. The Associated Student Body (ASB) has participated in food drives and community service projects to benefit local outreach organizations.

The goal of ASB is to work within the community to build relationships. It is part of the plan to continue to work and build relationships within the Linda Vista community.

SDCCS graduates filter into high schools throughout San Diego. Graduates succeed in various charter high schools and international baccalaureate programs at San Diego High School and Mission Bay High School. SDCCS students are well-prepared to meet the demands of rigorous high school expectations and flourish by utilizing the critical thinking and creative problem-solving skills they have acquired at SDCCS. These students are well-equipped for academic challenges and are self-aware young people who have learned self-advocacy and self-management.

SDCCS is a thriving community of students and the adults who support them. The school is a well-established learning institution with 20 years in operation. The staff and administration believe in the continuous growth of students and the educators who teach them; we are always preparing for the future while keeping our Mission and Vision at the center of our work.

Students enrolled at SDCCS 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 over 45% in the past few years. The school is located on a San Diego Unified School District (SDUSD) 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 3 of a planned four-phase project. We are excited to work with the 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 what makes each child unique and promote all students' cognitive, imaginative, creative, social, emotional, and physical development. 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 differentiation strategies inform instruction in all classes. Service learning and environmental stewardship are integrated into the curriculum to promote a strong social ethic in our student population. At San Diego Cooperative Charter, all school community members work together to promote the success of each learner.

Our staff is highly skilled and supported in their daily effort to refine 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.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

As we reflect on the annual performance of San Diego Cooperative Charter School, it is evident that our institution continues to uphold its reputation as a high-achieving charter school. This reflection is based on a comprehensive review of the California School Dashboard (Dashboard) and local data, which provide valuable insights into our academic standing, student progress, and overall school climate.

Academic Achievement:

Our school's performance on academic achievement indicators remains commendable, as evidenced by the Dashboard ratings and local assessment results. Across various subjects and grade levels, our students consistently demonstrate proficiency and excellence, surpassing state standards. This achievement reflects the dedication of our educators, the support of our families, and the commitment of our students to academic excellence.

Student Progress:

One of the hallmarks of our school's success is not only achieving high academic standards but also ensuring continuous growth and progress among our students. The Dashboard data indicate that our students are making significant strides in their academic journey, with many showing improvement year over year. This progress underscores our focus on individualized learning, differentiated instruction, and ongoing support to meet the diverse needs of our student body.

School Climate and Culture:

Beyond academic metrics, our school prides itself on fostering a positive and inclusive learning environment where every student feels valued, supported, and empowered to succeed. Local data pertaining to school climate reaffirm that our efforts in promoting social-emotional learning, cultivating a sense of belonging, and fostering strong relationships within the school community are yielding positive outcomes. Our students feel safe, engaged, and motivated to excel, which contributes to their overall well-being and academic success.

Continuous Improvement:

While celebrating our achievements, we remain committed to continuous improvement and innovation. Even as a high-achieving charter school, we recognize the importance of setting ambitious goals, addressing areas for growth, and adapting to evolving educational needs. Through ongoing data analysis, stakeholder feedback, and collaboration among staff, students, and families, we strive to enhance our programs, refine our practices, and ensure that every student reaches their full potential.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
San Diego State University	We work together to support student teachers at SDCCS. We have worked not only with the professors but also with the student teachers to develop our LCAP.
University of San Diego	We work together to support student teachers at SDCCS. We have worked not only with the professors but also with the student teachers to develop our LCAP.
National University	We work together to support student teachers at SDCCS. We have worked not only with the professors but also with the student teachers to develop our LCAP.
Boys and Girls Club	Our daily collaboration with Boys and Girls Club for many years now allows us to understand the unique needs of our partnership. We meet regularly to discuss the goals of and achievements of both organizations.
Thrive Public Schools	As a part of our MTSS two year grant we have partnered with Thrive to increase our program efficiency and student outcomes.
Linda Vista Multi Cultural Fair and Parade	We dedicate our time and effort to make this community event a success. It is important for us to contribute to this even and be a foundation for its success. Linda Vista is so important to our school community, we prioritize these activities.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The feedback given by our stakeholders has been used to create our LCAP and Strategic Plan. The feedback indicated that our current social-emotional program is working to support our students. They have stated that they feel safe and cared for in their educational journey.

Students surveyed indicated that adults are available to support them 100% of the time in academics, artistic expression, and physical fitness. Students also reported feeling both physically and emotionally safe in their classrooms. This statistic means a lot to our organization as it is at the heart of what we do: supporting children.

In a meeting with our ELAC committee, they expressed gratitude for the support and noted that invitations for collaboration were important. They also appreciated the continued effort of translations and staff support.

Through our surveys, we could see that some parents could not volunteer as much as they had in the past or as much as they would like to. There is a plan to ensure we educate and support families in productive, accessible ways to volunteer for each family. We have ensured to keep a goal that includes volunteering and that we continue to invite parents to be actively involved in their child's education and school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	With a diversity, equity, and inclusion lens, SDCCS will continue to provide all students with high-quality developmental, constructivist educational programs using evidence-based pedagogical strategies with a rigorous standards-aligned curriculum that focuses on the diverse learning needs of our students so they are prepared for the ever-changing global world.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

Our school has been working on DEI in everything we do, it is a part of our mission, vision, strategic plan, and parents indicated in meetings and through our survey that these focus areas were a priority for our community. Additionally, our staff and parents have indicated the continued growth and understanding of evidence-based pedagogical strategies to meet the needs of our extraordinarily diverse learning community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1A. EL performance on ELPAC Summative Assessment.	2022-2023 28.13% well developed on the summative assessment			2025-2026 34% well developed on the summative assessment	
1.3	1B. California Assessment of Student Performance and Progress (CAASPP) for students with special needs.	15.75% of ELA Students Meet or Exceed 12.26% of Math Students Meet or Exceed 2022-2023			18% of ELA Students Meet or Exceed 16% of Math Students Meet or Exceed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	1C. California Assessment of Student Performance and Progress (CAASPP).	46.66% of ELA Students Meet or Exceed 34.62% of Math Students Meet or Exceed 2022-2023			49% of ELA Students Meet or Exceed 40% of Math Students Meet or Exceed	
1.5	1D. We will maintain a Middle School Dropout Rate of 0%	0% in 2023-2024			0% in 2026-2027	
1.7	1E. We will aim for an attendance rate of 96% or higher.	P2 was 95.08% in 2023-2024			96.5% attendance in 2026-2027	
1.8	1F. We will maintain an 8th grade exit portfolio pass rate of 100%.	100% in 2023-2024			100% in 2026-2027	
1.11						
1.13						
1.16						
1.18						

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Maintain an Exceptional Progressive Base Program with Rich Professional Development	<p>Base Program: Schoolwide focus on differentiated instruction that provides students with instruction at the point of need that includes the following strategies:</p> <ul style="list-style-type: none"> a. Multiple measures are used to monitor the progress of all students. b. Teachers and support staff will monitor student progress and implement intervention strategies. c. Instructional & administrative staff will analyze student data to inform strategic decisions. d. Implement the co-created plan to enact higher-level mathematical practices for teachers and students. 	\$2,058,414.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>e. Continued learning around the new math curriculum, Professional Learning Communities will serve as accountability and pacing partners.</p> <p>f. Continued use and training in Orton Gillingham evidence-based reading program.</p> <p>g. Create Professional Learning Communities to strengthen MTSS and data-driven decision-making.</p>		
1.2	Build an EL program that will support the needs of English Learners	<p>Supplemental:</p> <p>a. Provide differentiated professional development for instructional staff to support the EL needs of students supported by an EL expert.</p> <p>b. EL coordinator will analyze the data to facilitate school-wide and team level training focusing on Success For All (SFA) with a Structured English Immersion instructional plan in all classrooms.</p> <p>c. Teachers and support staff will provide targeted interventions to meet the needs of unduplicated pupils.</p> <p>d. EL coordinator will implement a parent education program.</p> <p>e. Build mathematical academic vocabulary that is critical to performance tasks and other assessments requiring non-fiction comprehension to structure and solve mathematical equations.</p>	\$811,967.00	Yes
1.9	Further build a system of support for EL families.	<p>English Learner Advisory Committee (ELAC) develops a strategic plan to support family-school engagement that is inclusive and accessible.</p> <p>Increase translated materials to support school engagement.</p>	\$7,582.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Math professional development that continues the learning, accountability and pacing involved with Illustrative Math	<p>The math Coordinator will work with teacher and admin teams to identify needed professional development to strive for a consistent and high level of math instruction across grade levels. and for all learners.</p> <p>Professional Learning Communities will provide the opportunity for accountability, pacing support, and data review of student math work.</p>	\$7,582.00	No
1.12	We developed a School Re-Engagement plan that increases communication with families and students when kids are not attending class.	To increase attendance for all students and specifically target those who are chronically absent, utilize the protocol, which includes identifying causes of chronic absenteeism, and continue to document the use of strategies.	\$74,340.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Continue to invite and engage parents and other stakeholders to participate in our program through collaboration and communication to support all students in increased attendance, leading to a path to college and career readiness.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

<p>Research has shown that parent involvement is the most significant predictor of student success. At SDCCS, parent involvement is welcomed and structured to create the greatest possible positive effect on the students.</p> <p>Parents need a community – friends and acquaintances – who offer advice, sympathy, laughter, and company in the hard work of being a good parent. We are a diverse group by many measures, but we share a passion.</p>
--

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2A. Annual parent volunteer hours logged	Our parent volunteer hours were 7,015 in May of the 2023-2024 school year.			10,000 parent volunteer hours logged	
2.2	2B. Report Card Data - 100% of parents receive a detailed and updated learning profile of student strengths and areas of growth in a	100% of our parents received a narrative report card tailored to their child and invited to meet twice a year with			100% of our parents will receive a narrative report card tailored to their child and will be invited to meet	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	narrative form and are invited to meet with instructional staff.	the child's classroom teacher.			at least twice a year with the child's classroom teacher.	
2.3	2C. Annual parent trainings / informational meetings during and outside of the regular school day.	In 2023-2024 we offered 6 informational meetings throughout the school year.			5 or more Parent trainings / informational meetings during and outside of the regular school day.	
2.4	2D. Percent of parents who attend conferences	88% of parents met with teacher for goal setting and student led conferences.			95% of parents met with teachers for student conferences.	
2.5						

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement	<p>San Diego Cooperative Charter School was founded on the idea that parent and family involvement is essential for student achievement. To ensure meaningful parent and family involvement, the following strategies will be continued or enhanced.</p> <p>a. Expand parent workshops to provide parents with learning opportunities that will allow them to be effective volunteers in the classroom.</p> <p>b. Provide opportunities for parents to participate in training (i.e., Restorative practices, technology, and mental health).</p> <p>c. Provide translation services at training to increase access for all parents.</p> <p>d. Provide opportunities for parents to develop a sense of educational advocacy through Board meetings, PSA representation, School Site Councils, ELAC meetings, etc.</p> <p>e. Offer childcare to expand access to parent meetings.</p> <p>f. Identify and communicate various volunteer activities on and off-campus, during and outside school hours.</p> <p>g. Utilize technology to expand access to training.</p> <p>h. Make the volunteer tracking system more efficient and easily accessible to all our parents so all volunteers log their hours.</p>	\$354,625.00	No
2.2	Teacher /Parent Communications	<p>a. Teachers will communicate specific details about student progress across subject matter with parents through emails, conferences, and</p>	\$60,712.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>progress reports, including but not limited to report cards, and offer specific ways for parents to support student learning at home.</p> <p>b. Teachers will keep parents informed about the curriculum, the importance of assessments, and school pedagogy through weekly newsletters to parents.</p> <p>c. Increased translated materials to keep non-English speaking parents engaged in their child's academic programs.</p>		
2.3	Administration/Parent Communications	<p>a. The administration team will send regular monthly updates to parents about school events, including board meetings, PSA meetings, spirit events, and classroom meetings, and continually communicate the importance of student attendance.</p> <p>b. ELPAC Coordinator will send information specific to English Language Learners, including information about preparing students for ELPAC and how to understand the results of ELPAC scores.</p> <p>c. Office staff and the administration team will monitor attendance rates and hold parent meetings with parents of chronically absent students.</p>	\$168,281.00	No
2.4	Parent/Teacher Conferences	<p>a. Teachers will use technology to expand parent access and improve parent attendance at parent/teacher conferences. Since the pandemic, most are familiar with platforms like Zoom. These platforms could make a meeting with parents more convenient.</p> <p>b. Teachers will offer parents various dates and times for parent/teacher meetings.</p> <p>c. Teachers will work with the school administrative team to ensure interpreters are available for parents who need one during parent/teacher conferences.</p>	\$450,441.00	No

Action #	Title	Description	Total Funds	Contributing
		d. Teachers will post reminders and send emails for conferences.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will receive a comprehensive course of instruction from appropriately trained and credentialed teachers, access to standard-aligned instructional materials, and learn in a rich, functional, and safe academic environment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

<p>Our families surveyed indicated the importance of:</p> <p>Physically and emotionally safe environment: Provides a secure and functional learning environment, essential for effective learning.</p> <p>Quality Education: Ensures students receive a well-rounded education from qualified teachers.</p> <p>Equitable Access: Guarantees all students have the necessary resources to succeed.</p> <p>Future Success: Prepares students for higher education and careers.</p> <p>Community Benefits: Contributes to developing informed citizens and a prosperous community.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3A. All core teachers have the appropriate credentials or have received a local assignment	100% of core teachers have the appropriate credentials or have received a local assignment			100% of core teachers have the appropriate credentials or have received a local assignment	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	3B. Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD and collaboration time per year	Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD and collaboration time per year			Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD and collaboration time per year	
3.3	3C. Classified IAs will receive 2 full days + 20 hours = minimum of 36 hours of PD provided per year	Classified IA's received 7 full days of PD this year plus 2 hours monthly equalling 76 hours.			Classified IA's received 7 full days of PD this year plus 2 hours monthly equalling 76 hours.	
3.4	3C. The school will maintain a safe and functional academic environment as measured by the LCAP survey of all stakeholders.	90% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey			100% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey	
3.5	3D.. The leadership team will annually review and improve our Comprehensive Safety Plan	The leadership team completely rewrote our Comprehensive Safety Plan by March 1, 2024 with approval our Comprehensive Safety Plan by the Board of Directors			Our Comprehensive Safety plan was assessed, updated and approved by the Board of Directors by March 1st.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	3E. School staff will practice monthly safety drills	SDCCS staff practice a variety of drills monthly.			SDCCS staff practice a variety of drills monthly.	
3.7	3F. SDCCS master schedule will include supervision of students at all times	Students are supervised at all times.			Students are supervised at all times.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Schoolwide focus on curriculum development and instructional practices	Staff and stakeholders will engage in a schoolwide study of data to determine areas to improve student learning by aligning curriculum with CCSS and improving Instructional strategies and Multi-Tiered Systems of	\$250,381.00	No

Action #	Title	Description	Total Funds	Contributing
	to meet the needs of all students.	<p>Support that enhance student learning across all content areas for all students with an emphasis on our unduplicated students.</p> <p>a. Continue professional development in grades TK-8 in Illustrative Math Curriculum that includes Professional Learning Communities that examine student work, use reliable assessments, and support each other by observing each other and offering feedback to improve instruction and student achievement. Team leads will share student data with the administration team throughout the year. The administration team will participate in classroom observations and attend team meetings to identify the most effective teachers and teachers who need to be targeted for more PD to improve instruction.</p> <p>b. Grades TK-2 teachers will have opportunities to continue to improve their implementation of the evidence-based, multimodal reading program as a Tier 1 and Tier 2 intervention.</p> <p>c. Grades TK-8 will continue to have PD opportunities to learn more strategies and resources that promote a safe, inclusive learning environment. All new teachers will be given a mentor teacher and time to collaborate with the school counselors and administrators to help them implement the Responsive Classroom and Positive Behavior Intervention Strategies that are part of the MTSS. All teachers will receive ongoing social and emotional curriculum training and collaboration from the school counselors, Ed: specialists, and the administration team through our new PLC model. The administration will visit classrooms regularly to evaluate the supports and strategies teachers are using as tier 1 and tier 2 interventions.</p> <p>d. All teachers will have designated time in team meetings and PLCs to become knowledgeable in the English Language Development Standards, The CDE English Development Roadmap, including aligning content standards to ELL Standards, using research-proven instructional strategies to scaffold learning for ELL students. All teachers will use the results of the student's ELPAC scores to understand the needs of ELL students enrolled</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>in their classes. The administration team will ask team leads for data on EL and RFEP students' progress.</p> <p>e. PLCs will follow norms and protocols and share agendas and notes from meetings with the administration team after PLC meetings.</p>		
3.2	<p>The most important factor in student achievement is the quality of the teacher in the classroom. The Administration team will continually monitor the development of teachers according to Teaching Professional Standards.</p>	<p>Teachers must be equipped with resources and professional development opportunities focusing on research-based teaching practices that have proven effective and support all students learning needs.</p> <p>Effective schools create communities of professionals that constantly strive to get better. To achieve this, schools must provide high-quality professional development that meets employees at their point of need.</p> <p>a. Provide support to beginning teachers through approved BTSA programs. Principals pair new teachers with mentor teachers and a math coordinator and schedule opportunities and prep time for teachers to observe each other's teaching practices and to meet in weekly planning collaborations.</p> <p>b. Provide specialized support and training for intern teachers, special education teachers, counselors, and administrators.</p> <p>c. Principals and teachers collaborate to develop and reflect on professional goals aligning with the school vision, examine data, and expand knowledge of high-quality teaching strategies and curricula to identify professional development supporting the school vision. Administrators regularly conduct classroom observations and offer supportive feedback to promote teachers' growth in becoming highly effective teachers.</p> <p>d. All teachers will participate in self-reflection to actively participate in their professional growth. Teachers will be observed by a member of the administration team and mentor teachers and collaborate in the teacher reflection process and teacher growth. Teachers will work with school leaders to identify areas for professional growth</p>	\$311,414.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>e. Identify expert resources from within and outside the school community to lead professional development sessions that are proven to meet the needs of our student demographics, with a particular focus on underperforming students.</p> <p>f. Teams support each other's growth as professionals in PLCs that meet regularly to monitor and evaluate the effectiveness of teaching practices on student growth through examining student work and data to determine if pacing and instruction are effective</p> <p>g. Implement a newly designed compensation model to retain and recruit highly skilled teaching staff.</p>		
3.3	Expand PD opportunities for classified staff and paraprofessionals	<p>Expand specific professional development opportunities for employees in positions that serve students with limited resources at the site (counselors, specialist staff, IA's, etc.).</p> <p>a. School counselors will attend conferences and have opportunities to lead PLCs and parent meetings about social and emotional curriculum, including suicide prevention, family living, and internet safety.</p> <p>b. School counselors, psychologists, and MTSS staff will attend ongoing PD on MTSS and lead PD sessions with school staff.</p> <p>c. Instructional Assistants will be offered opportunities to attend SELPA webinars and receive training from Ed. Specialists receive specialized training about de-escalating students. Instructional Assistants will meet with Ed specialists to learn how to best support their students, including behavioral support and data collection.</p>	\$32,946.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	All staff will support an equitable, safe, learning environment where all students and feel represented, valued and safe.	<p>SDCCS values inclusion and equity and will continue to work to maintain a safe and inclusive environment. Staff members are expected to seek to understand and use what we learn from our families to invite diversity, eradicate stereotypes, enhance self-esteem, encourage all community members to have a voice, and demand educational achievement.</p> <p>a. Student and Parent surveys about equity and inclusion will be given to families annually.</p> <p>b. School staff will study the responses from the student and parent surveys and work to improve upon creating a safe and equitable learning environment.</p> <p>c. Equity and inclusion will be regular discussion topics at parent meetings, and teachers will seek to understand families and ensure the curriculum and classroom practices reflect the families we serve.</p> <p>d. Teachers and administration will engage in self-study meetings to ensure our school curriculum represents a wide range of perspectives and create a school culture in which the agreements, conditions, and compass of courageous conversations are practices that all educators internalize.</p> <p>e. Take a principled position on critical issues. Staff is trained through professional development and access to community resources to learn about gender, racial equity, equity, and inclusion for students with exceptional needs.</p> <p>f. School leaders will work cooperatively with the community to determine core values to guide all relationships. School administrators will continue to work with USD, an Ashoka changemaker school, and seek connections with other community groups and universities to continue to make progress in creating an inclusive and safe learning environment for all.</p>	\$147,707.00	No
3.5	Staff will be highly trained to maintain a	Staff will participate in monthly safety drills and will have opportunities to work on the Comprehensive Safety Plan.	\$59,875.00	No

Action #	Title	Description	Total Funds	Contributing
	physically safe school environment.			

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	We will continue to develop a Multi-Tiered System of Support (MTSS) framework as part of a strategic effort to meet the academic needs of SDCCS's diverse student population, specifically our English Learners, Foster Youth, and students with Disabilities.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Strengthening our EL program has been an ongoing goal for our school. Our data show that it is an area of growth. Our EL population has been steadily growing since 2007, and as it grows, we need to continue to grow our program.

As a CoOp, supporting our families is a priority. We have found success in increasing engagement by directly contacting EL families using their native language. Families have reported feeling more included and embraced in our community.

An effective MTSS framework would support SDCCS students by:

- Personalized Support: MTSS provides tailored interventions for students based on individual needs, ensuring English Learners, Foster Youth, and Students with Disabilities receive the help they need to succeed.

Equitable Education: This framework demonstrates a commitment to equity, ensuring that all students have access to necessary resources and support, regardless of their background or abilities.

- Early Intervention: MTSS focuses on early identification of issues and timely interventions, preventing minor problems from escalating and improving overall student outcomes.
- Holistic Support: Integrating academic, behavioral, and social-emotional support, MTSS ensures comprehensive development for students.
- Data-Driven: Using data to monitor progress and inform interventions ensures that support is effective and adjustable as needed.
- Inclusive Environment: MTSS fosters an inclusive culture where all students feel valued and supported.
- Better Outcomes: Schools using MTSS often see improved academic performance, reduced behavioral issues, and higher graduation rates, which families value.

Overall, an MTSS framework helps create a supportive, effective, and inclusive educational environment for SDCCS students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	4A. Increased percent of Emergent Bilingual students who scored proficient as measured by the Summative ELPAC.	28.13% of Emergent Bilingual students scored proficient on the Summative ELPAC in 2022-2023.			34% of Emergent Bilingual students scored proficient on the Summative ELPAC in 2025-2026.	
4.3	4B. Increased English Learner initial reclassification rate.	Establish a new baseline in the 2023-2024 school year			10.6% of our Emergent Bilingual Students were reclassified in their initial assessment 2025-2026.	
4.7	4C. Increased CAASPP scores for students with special needs in Language Arts, and Math.	CAASPP Scores for students with special needs who met or exceeded standards in 2022-2023 L. Arts= 27.40% Math= 19.18			CAASPP Scores for students with special needs who met or exceeded standards L. Arts=29% Math= 22% Scores from 2025-2026	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	An EL Coordinator will oversee a structured program to meet the needs of EL	<p>We will create an EL committee led by an EL Coordinator.</p> <p>a. We will meet with the ELAC committee at least once a year</p> <p>b. The team will collaborate weekly to build a structured EL program further.</p> <p>c. We will use The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap).</p> <p>d. The committee will support English learners fully and meaningfully accessing and participating in a twenty-first-century education through small group interventions and support.</p>	\$48,540.00	Yes
4.2	School climates and campuses are affirming, inclusive, and safe.	<p>The school will create an EL Master Plan to ensure that all EL students are supported in an environment that promotes equity, diversity, and inclusion.</p> <p>a. We will develop a collaborative framework for identifying Emergent Bilingual students with disabilities and use quality assessment practices.</p>	\$7,582.00	No

Action #	Title	Description	Total Funds	Contributing
		Our school will ensure appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide proper training to teachers, thus leveraging expertise specific to English learners.		
4.3	We will be creating a three-week Chillin' and Skillin' camp that will serve our English Learners, Students of Color, Foster Youth, and those who are socioeconomically disadvantaged	Our camp will run for four weeks with nine-hour days. Programs will consist of targeted interventions in evidence-based, multimodal reading instruction, Illustrated Math activities, Science Labs, and other academically engaging activities. It will be staffed by Teachers and IAs, keeping a low staff-to-student ratio. The staff will be trained before the camp begins, and all will be involved in planning and executing the curriculum.	\$63,187.00	No
4.4	Before and after school programs offered to all students.	We will offer a before and after-school program to support the needs of families and to offer a nine-hour school day throughout the year and all camps.	\$233,765.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$471,474	\$\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.045%	0.000%	\$0.00	10.045%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Build an EL program that will support the needs of English Learners</p> <p>Need: The identified need for Emergent Bilingual Students at San Diego Cooperative Charter School primarily revolves around their linguistic and academic support requirements. Emergent Bilingual Students, also known as English Language Learners (ELLs), often face</p>	The action designed to address the identified needs of Emergent Bilingual Students is implemented on a schoolwide basis to ensure comprehensive support and inclusion. This approach recognizes that language proficiency affects various aspects of learning across all subjects and grade levels. By integrating support mechanisms across the entire school environment, including curriculum adaptations, teacher training, and cultural sensitivity initiatives, the action aims	English Language Proficiency Assessments: Regular assessments such as the English Language Proficiency Assessment for California (ELPAC) are used to gauge Emergent Bilingual Students' language proficiency levels and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>challenges in language acquisition, comprehension, and academic performance due to language barriers. Additionally, socio-cultural factors may impact their integration into the school community and academic environment. Understanding these challenges is crucial to tailor interventions effectively.</p> <p>Scope: LEA-wide</p>	<p>to create a more inclusive and supportive learning environment for Emergent Bilingual Students.</p> <p>Providing schoolwide support also fosters a sense of belonging and community among Emergent Bilingual Students, reducing feelings of isolation and enhancing their overall academic experience. Moreover, a schoolwide approach ensures consistency in support delivery, promoting equity and fairness across all classrooms and grade levels.</p> <p>Our ELD program gives targeted and direct services to Emergent Bilingual students in our program to support their progress in the metrics mentioned.</p>	<p>track their progress over time.</p> <p>Academic Achievement Data: Analysis of academic performance in core subjects (e.g., math, reading, science) provides insights into how Emergent Bilingual Students are progressing academically compared to their peers.</p> <p>Attendance and Engagement Rates: Monitoring attendance and participation rates among Emergent Bilingual Students helps assess their level of engagement with school activities and identify any barriers to participation.</p> <p>Parent and Student Surveys: Feedback from Emergent Bilingual Students and their parents regarding their satisfaction with the support services and their overall experiences at the school provides valuable qualitative insights into the effectiveness of the action.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Graduation and Dropout Rates: Tracking graduation rates and dropout rates among Emergent Bilingual Students provides indicators of their academic success and persistence.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	<p>Action: Further build a system of support for EL families.</p> <p>Need: To further support Emergent Bilingual Students</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>To provide comprehensive support to families of Emergent Bilingual students to facilitate their academic success and integration into the school community.</p> <p>Components:</p> <p>Cultural and Linguistic Workshops: Offer workshops focusing on topics such as cultural integration, bilingualism, understanding the U.S. education system, and effective communication with school staff. These workshops can be conducted by school staff, community members, or external experts.</p>	<p>Family Participation Rate: Measure the percentage of Emergent Bilingual families participating in workshops, events, and other program activities compared to the total number of eligible families.</p> <p>Parent Satisfaction Surveys: Conduct regular surveys to gather feedback from Emergent Bilingual families about their satisfaction with the</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>Language Support Services: Provide language support services such as translation and interpretation for important school documents, meetings, and parent-teacher conferences. This ensures that families fully understand information related to their child's education.</p> <p>Parent Engagement Activities: Organize events and activities that encourage parent involvement in school activities, such as family literacy nights, cultural celebrations, and volunteering opportunities within the school.</p> <p>Peer Support Groups: Create peer support groups or networks where families of Emergent Bilingual students can connect, share experiences, and provide mutual support. These groups can also serve as platforms for sharing tips and strategies for supporting their children's academic success.</p> <p>Individualized Support Plans: Develop individualized support plans for families based on their specific needs and challenges. These plans can include targeted interventions, referrals to external support services, and regular check-ins to monitor progress.</p> <p>Parent Leadership Development: Offer opportunities for parent leadership development, such as workshops on advocacy skills, leadership training, and opportunities to participate in school decision-making processes.</p> <p>Feedback Mechanism: Establish a feedback mechanism to solicit input from families about the effectiveness of the support services and to</p>	<p>program, perceived usefulness of the support services, and suggestions for improvement.</p> <p>Attendance and Engagement: Track attendance and participation rates in school events, parent-teacher conferences, and other school-related activities to gauge the level of engagement of Emergent Bilingual families.</p> <p>Academic Progress: Monitor the academic performance and progress of Emergent Bilingual students, including their grades, standardized test scores, and English language proficiency levels, before and after participating in the program.</p> <p>Language Proficiency Growth: Assess the growth of language proficiency among Emergent Bilingual students by administering language assessments (e.g., WIDA ACCESS for</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>continuously improve the program based on their feedback.</p> <p>Collaboration with Community Partners: Collaborate with community organizations, cultural centers, and other stakeholders to leverage additional resources and support for Emergent Bilingual families.</p> <p>Ongoing Professional Development: Provide ongoing professional development for school staff to enhance their cultural competence, understanding of bilingual education principles, and ability to effectively engage with Emergent Bilingual families.</p> <p>By implementing these components, the Family Support Program for Emergent Bilingual Students can effectively support families in navigating the educational system, fostering a sense of belonging within the school community, and promoting the academic success of Emergent Bilingual students at San Diego Cooperative Charter School.</p>	<p>ELLs) at regular intervals to measure improvements in listening, speaking, reading, and writing skills.</p> <p>Parent Leadership and Advocacy: Track the number of parents who actively participate in leadership development workshops, advocacy efforts, and school decision-making processes as a result of the program.</p> <p>Community Partnerships and Collaboration: Assess the level of collaboration and partnerships established with community organizations, cultural centers, and other stakeholders to leverage resources and support for Emergent Bilingual families.</p> <p>Long-Term Educational Goals: Monitor the attainment of long-term educational goals set by Emergent Bilingual students and their families, such as high school graduation rates, college</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>enrollment, and career readiness.</p> <p>Retention and Dropout Rates: Analyze retention rates of Emergent Bilingual students within the school and track dropout rates to determine if the program contributes to improved retention and reduced dropout rates.</p> <p>Qualitative Feedback and Case Studies: Gather qualitative feedback through interviews, focus groups, and case studies to capture personal experiences, stories of success, and challenges faced by Emergent Bilingual families participating in the program.</p>
<p>4.1</p>	<p>Action: An EL Coordinator will oversee a structured program to meet the needs of EL</p> <p>Need: The accountability and structure will benefit all students and teachers.</p> <p>Scope:</p>	<p>An Emergent Bilingual Coordinator plays a crucial role in overseeing the structured program to meet the needs of Emergent Bilingual students. Here's how they could effectively manage the program:</p> <p>Program Planning and Development: Collaborate with school administrators, teachers, and community stakeholders to develop the program's goals, objectives, and action plans.</p>	<p>Attendance and Participation Rates:</p> <p>Measure the attendance and participation rates of Emergent Bilingual students and their families in program activities, workshops, and events. Higher attendance rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Limited to Unduplicated Student Group(s)</p>	<p>Design a comprehensive program framework that addresses the linguistic, cultural, academic, and social-emotional needs of Emergent Bilingual students and their families. Establish clear protocols and guidelines for implementing each component of the program, ensuring alignment with best practices in bilingual education and family engagement. Resource Allocation and Management: Identify and allocate resources necessary for implementing the program, including funding, staffing, materials, and technology. Coordinate with relevant departments or external agencies to secure additional support services, such as language translation, interpretation, counseling, and community partnerships. Develop systems for monitoring and tracking resource utilization to ensure efficient and effective delivery of services to Emergent Bilingual students and their families. Staff Training and Professional Development: Provide training and professional development opportunities for school staff to enhance their cultural competence, understanding of bilingual education principles, and ability to support Emergent Bilingual students. Facilitate workshops and seminars on effective instructional strategies, language acquisition theories, and culturally responsive teaching practices tailored to the needs of Emergent Bilingual learners. Collaboration and Communication:</p>	<p>indicate greater engagement and involvement in the program. Parent Satisfaction Surveys: Administer surveys to gather feedback from Emergent Bilingual families about their satisfaction with the program, the usefulness of the services provided, and suggestions for improvement. Academic Performance: Analyze academic performance indicators, such as grades, standardized test scores, and English language proficiency levels, to assess improvements among Emergent Bilingual students participating in the program. Language Proficiency Growth: Administer language proficiency assessments, such as WIDA ACCESS for ELLs or other standardized tests, to</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>Foster collaboration and communication among school staff, families, and community partners to create a supportive and inclusive learning environment for Emergent Bilingual students. Serve as a liaison between school personnel and families to facilitate effective communication, address concerns, and ensure that families are informed and involved in their children's education. Establish regular meetings and feedback mechanisms to solicit input from stakeholders and evaluate the program's effectiveness, making necessary adjustments based on feedback.</p> <p>Data Collection and Evaluation:</p> <p>Develop data collection tools and evaluation metrics to monitor the program's impact on student outcomes, family engagement, and school culture. Collect and analyze quantitative and qualitative data on key performance indicators, such as academic achievement, language proficiency growth, parent satisfaction, and attendance rates. Use data-driven insights to assess program effectiveness, identify areas for improvement, and make informed decisions about program enhancements and modifications.</p> <p>Crisis Intervention and Support:</p> <p>Provide crisis intervention and support services for Emergent Bilingual students and families facing socio-emotional or academic challenges. Collaborate with school counselors, social workers, and external agencies to address issues related to language barriers, cultural adjustment, and trauma-informed care. By assuming these responsibilities, an Emergent Bilingual Coordinator can ensure that the</p>	<p>measure gains in listening, speaking, reading, and writing skills among Emergent Bilingual students over time.</p> <p>Parent Engagement:</p> <p>Track levels of parent engagement through metrics such as participation in parent-teacher conferences, volunteer activities, and school decision-making processes.</p> <p>Referral and Support Services Utilization:</p> <p>Monitor the utilization of support services, such as language translation, interpretation, counseling, and referrals to external resources, to assess the effectiveness of meeting families' needs.</p> <p>Retention and Dropout Rates:</p> <p>Analyze retention rates of Emergent Bilingual students within the school and track dropout rates to determine if the program contributes to improved</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>structured program effectively meets the diverse needs of Emergent Bilingual students, promotes their academic success, and fosters a welcoming and inclusive school environment for all learners.</p>	<p>retention and reduced dropout rates.</p> <p>Long-Term Educational Goals:</p> <p>Monitor progress towards long-term educational goals set by Emergent Bilingual students and their families, such as high school graduation rates, college enrollment, and career readiness.</p> <p>Cultural Competence and Inclusivity:</p> <p>Assess the school's cultural competence and inclusivity through measures such as surveys, focus groups, and observations to ensure that the program creates a welcoming and supportive environment for Emergent Bilingual students and their families.</p> <p>Collaboration and Partnerships:</p> <p>Evaluate the level of collaboration and partnerships established with community organizations, cultural centers, and other</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>stakeholders to leverage resources and support for Emergent Bilingual families. Qualitative Feedback and Case Studies:</p> <p>Gather qualitative feedback through interviews, focus groups, and case studies to capture personal experiences, success stories, and challenges faced by Emergent Bilingual students and their families participating in the program. By collecting and analyzing data from these various sources, we can assess the overall effectiveness of the program for Emergent Bilingual students and identify areas for improvement to better meet their needs and support their academic success.</p>

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

For 2023-24, San Diego Cooperative Charter School will expend \$796,954 in Supplemental Funds and Concentration funds for continued improved and increased service and educational support for unduplicated students (English learners (EL), foster youth (FY), low-income (LI) students).

We will offer summer, winter, and spring camps specifically focused on supporting our unduplicated students academically, socially, and emotionally. These camps will keep kids engaged in learning and scholarly activities. For the 2022-2023 school year, we will offer both before and after-school tutoring with intentionally designed targeted interventions with our ELO-P funding.

San Diego Cooperative Charter School has an unduplicated student rate projection of 53%. The use of Supplement funds will be used to provide increased and improved services for the benefit of our unduplicated students. Although services and strategies are being implemented to support our unduplicated students, systems such as increased accountability through common assessments and access to materials aligned with Common Core Standards will benefit all students.

- EL = coordinator stipend
- Homeless/Foster = Counseling
- Low income = EFT and field trips
- Parent Training
- Before school academic prep week at both campuses

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A - SDCCS is not eligible for the concentration grant (below 55%)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	24:1	N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	24:1	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,693,480	\$471,474	10.045%	0.000%	10.045%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,720,076.00	\$1,213,856.00		\$215,409.00	\$5,149,341.00	\$4,727,459.00	\$421,882.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Maintain an Exceptional Progressive Base Program with Rich Professional Development	All	No					\$1,922,286.00	\$136,128.00	\$1,253,912.00	\$609,048.00		\$195,454.00	\$2,058,414.00	
1	1.2	Build an EL program that will support the needs of English Learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$765,471.00	\$46,496.00	\$765,471.00	\$46,496.00			\$811,967.00	16.42%
1	1.9	Further build a system of support for EL families.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$7,582.00	\$0.00	\$7,582.00				\$7,582.00	0.16%
1	1.11	Math professional development that continues the learning, accountability and pacing involved with Illustrative Math	All	No					\$7,582.00	\$0.00	\$7,582.00				\$7,582.00	
1	1.12	We developed a School Re-Engagement plan that increases communication with families and students when kids are not attending class.	All	No					\$74,340.00	\$0.00	\$74,340.00				\$74,340.00	
2	2.1	Parent Engagement	All	No					\$352,295.00	\$2,330.00	\$354,625.00				\$354,625.00	
2	2.2	Teacher /Parent Communications	All	No					\$60,712.00	\$0.00	\$60,712.00				\$60,712.00	
2	2.3	Administration/Parent Communications	All	No					\$168,281.00	\$0.00	\$73,711.00	\$74,615.00		\$19,955.00	\$168,281.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Parent/Teacher Conferences	All	No					\$450,441.00	\$0.00	\$450,441.00				\$450,441.00	
3	3.1	Schoolwide focus on curriculum development and instructional practices to meet the needs of all students.	All	No					\$249,461.00	\$920.00	\$90,737.00	\$159,644.00			\$250,381.00	
3	3.2	The most important factor in student achievement is the quality of the teacher in the classroom. The Administration team will continually monitor the development of teachers according to Teaching Professional Standards.	All	No					\$309,171.00	\$2,243.00	\$309,171.00	\$2,243.00			\$311,414.00	
3	3.3	Expand PD opportunities for classified staff and paraprofessionals	All	No					\$32,946.00	\$0.00	\$32,946.00				\$32,946.00	
3	3.4	All staff will support an equitable, safe, learning environment where all students and feel represented, valued and safe.	All	No					\$147,707.00	\$0.00	\$147,707.00				\$147,707.00	
3	3.5	Staff will be highly trained to maintain a physically safe school environment.	All	No					\$59,875.00	\$0.00	\$59,875.00				\$59,875.00	
4	4.1	An EL Coordinator will oversee a structured program to meet the needs of EL	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$48,540.00	\$0.00	\$31,264.00	\$17,276.00			\$48,540.00	0.67%
4	4.2	School climates and campuses are affirming, inclusive, and safe.	All	No					\$7,582.00	\$0.00		\$7,582.00			\$7,582.00	
4	4.3	We will be creating a three-week Chillin' and Skillin' camp that will serve our English Learners, Students of Color, Foster Youth, and those who are socioeconomically disadvantaged	All	No					\$63,187.00	\$0.00		\$63,187.00			\$63,187.00	
4	4.4	Before and after school programs offered to all students.	All	No					\$0.00	\$233,765.00		\$233,765.00			\$233,765.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,693,480	\$471,474	10.045%	0.000%	10.045%	\$804,317.00	17.250%	34.387 %	Total:	\$804,317.00
								LEA-wide Total:	\$765,471.00
								Limited Total:	\$38,846.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Build an EL program that will support the needs of English Learners	Yes	LEA-wide	English Learners Foster Youth Low Income		\$765,471.00	16.42%
1	1.9	Further build a system of support for EL families.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$7,582.00	0.16%
4	4.1	An EL Coordinator will oversee a structured program to meet the needs of EL	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$31,264.00	0.67%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,648,203.00	\$4,986,336.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Maintain an Exceptional Progressive Base Program with Rich Professional Development	No	\$1,808,845.00	\$1,992,076
1	1.2	Build an EL program that will support the needs of English Learners	Yes	\$744,940.00	\$778,761
1	1.9	Further build a system of support for EL families.	Yes	\$6,785.00	\$7,332
1	1.11	Math professional development that continues the learning, accountability and pacing involved with Illustrative Math	No	\$6,785.00	\$7,332
1	1.12	We developed a School Re-Engagement plan for the 2019 LCP that works to communicate with families and students when kids are not attending class.	No	\$66,534.00	\$71,893
2	2.1	Parent Engagement	No	\$317,495.00	\$342,987
2	2.2	Teacher /Parent Communications	No	\$54,337.00	\$58,713
2	2.3	Administration/Parent Communications	No	\$156,564.00	\$162,742
2	2.4	Parent/Teacher Conferences	No	\$403,143.00	\$435,616
3	3.1	Schoolwide focus on curriculum development and instructional	No	\$227,066.00	\$242,140

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		practices to meet the needs of all students.			
3	3.2	The most important factor in student achievement is the quality of the teacher in the classroom. The Administration team will continually monitor the development of teachers according to Teaching Professional Standards.	No	\$287,645.00	\$301,165
3	3.3	Expand PD opportunities for classified staff and paraprofessionals	No	\$29,487.00	\$31,862
3	3.4	All staff will support an equitable, safe, learning environment where all students and feel represented, valued and safe.	No	\$132,197.00	\$142,845
3	3.5	Staff will be highly trained to maintain a physically safe school environment.	No	\$59,144.00	\$59,646
4	4.1	An EL Coordinator will oversee a structured program to meet the needs of EL	Yes	\$45,229.00	\$46,942
4	4.2	School climates and campuses are affirming, inclusive, and safe.	No	\$6,785.00	\$7,332
4	4.3	We will be creating a three-week Chillin' and Skillin' camp that will serve our English Learners, Students of Color, Foster Youth, and those who are socioeconomically disadvantaged	No	\$62,272.00	\$63,187
4	4.4	Zero hour and after school tutoring	No	\$232,950.00	\$233,765

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$452,849	\$796,954.00	\$799,714.00	(\$2,760.00)	16.430%	17.160%	0.730%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Build an EL program that will support the needs of English Learners	Yes	\$744,940.00	\$745,440	15.36%	15.99%
1	1.9	Further build a system of support for EL families.	Yes	\$6,785.00	\$7,332	0.14%	0.16%
4	4.1	An EL Coordinator will oversee a structured program to meet the needs of EL	Yes	\$45,229.00	\$46,942	0.93%	1.01%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,661,732	\$452,849	0%	9.714%	\$799,714.00	17.160%	34.315%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

**APPENDIX C: ARTICLES OF INCORPORATION &
ACTIVE CORP STATUS**

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

<u>C. T. Imhoff</u>	<u>[Signature]</u>	_____
<u>Patricia C. Eshleman</u>	<u>[Signature]</u>	_____
<u>J. B. O'Neill</u>		_____
<u>Raphanie Bhemon</u>		_____
<u>Carl Bektors</u>		_____
<u>C. P. Brown</u>		_____



**Request
Certificate**

<i>Initial Filing Date</i>	10/11/2000
<i>Status</i>	Active
<i>Standing - SOS</i>	Good
<i>Standing - FTB</i>	Good
<i>Standing - Agent</i>	Good
<i>Standing - VCFCF</i>	Good
<i>Formed In</i>	CALIFORNIA
<i>Entity Type</i>	Nonprofit Corporation - CA - Public Benefit
<i>Principal Address</i>	7260 LINDA VISTA ROAD SAN DIEGO, CA 92111
<i>Mailing Address</i>	7260 LINDA VISTA RD SAN DIEGO, CA 91941
<i>Statement of Info Due Date</i>	10/31/2024
<i>Agent</i>	Individual SARAH SALUTA 7260 LINDA VISTA RD SAN DIEGO, CA 91941

APPENDIX D: BOARD BYLAWS

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

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.

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;
- 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 March 20, 2020; and that these bylaws have not been amended or modified since that date.

Executed on March 20, 2020 at Linda Vista, California.

[Redacted Signature Line]

[Handwritten Signature], Secretary

APPENDIX E: CONFLICT OF INTEREST CODE



CONFLICTS OF INTEREST CODE

Adoption

The Board of Directors of San Diego Cooperative Charter School (“Board”) hereby adopts this Conflict of Interest Code (the “Code”), which shall apply to all governing board members, candidates for members of the board and all other designated employees of the Charter School.

Designated Employees and Common Directors

“Designated Employees” are those directors, officers and/or employees of Charter School with significant powers delegated to them by the Board, who have a direct or indirect material Financial Interest in a contract or transaction presented for authorization, approval or ratification to the Board, or a committee thereof.

“Common Directors” are those Directors that sit on the Board of Directors and the board of directors of another corporation with which Charter School is considering entering a contract or transaction.

“Financial Interests” are when directors, officers and/or employees, or their family members, are compensated by the School for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a director as director. A director, officer and/or employee also has a Financial Interest if the person has, directly or indirectly, through business, investment or family:

- 1) an ownership or investment interest in any entity with which the organization has a transaction or arrangement;
- 2) a compensation agreement with any entity or individual with which the School has a transaction or arrangement; or
- 3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

Designated Employee Disclosure

Any Designated Employee shall make a good faith, full disclosure of the material facts relating to the transaction and that person’s material financial interest in the transaction prior to the acceptance of the potential contract or transaction. The disclosure must be reflected in the minutes of the meeting of the Board of Directors or a Committee thereof. Such disclosure shall include any

known material facts concerning the transaction and the designated employee's interest in the transaction.

Designated Employee Transactions/Contracts

Board Vote

Once the Board has knowledge of the material facts as disclosed by the Designated Employee, the Board may authorize the contract or transaction in good faith by a majority vote sufficient for that purpose, without counting the votes of the Designated Employee(s). (The Designated Employees may be counted in determining whether a quorum is present.)

The following must be confirmed in the affirmative prior to the Board's acceptance of a contract or transaction with a Designated Employee:

- That the transaction is entered into for the benefit of the Charter School;
- That the transaction was fair and reasonable for the Charter School at the time it enters into the transaction;
- That after reasonable investigation under the circumstances, the Board determines, in good faith, that the Charter School could not have obtained a more advantageous arrangement with reasonable effort. Documentation of the results of the investigation shall be retained either in the Board minutes and/or in the school's financial files.

Committee Vote

A Committee may approve a transaction or contract involving a Designated Employee if, in addition to findings listed above for a Board Vote, it was not reasonably practicable to obtain full Board approval prior to entering into the transaction or contract and the Committee was authorized in the first instance to approve such a transaction or contract. Additionally, the full Board must ratify the transaction or contract at its next board meeting by a majority vote of the Directors then in office without counting the vote of the Designated Employee(s).

Common Director Disclosure

Any Common Director shall make a good faith disclosure regarding that Director's other directorship prior to the acceptance or ratification of the potential contract or transaction involving the Director's other directorship. The disclosure must be reflected in the minutes of the meeting of the Board of Directors or a Committee thereof. Such disclosure shall include the material facts as to the transaction and as to such director's other directorship.

Common Director Transactions/Contracts

Board Vote

Once the Board has knowledge of the material facts as disclosed by the Common Director, the Board may authorize the contract or transaction in good faith by a majority vote sufficient for that purpose, without counting the votes of the Common Director.

No contract or transaction is void or voidable because the Common Director participated in the Board meeting if the required disclosure is made and vote is satisfied; or alternatively, if there is a finding that the contract or transaction was just and reasonable at the time it was authorized.

Committee Vote

A Committee may approve a transaction or contract involving a Common Director by following the procedures listed for the Board above, as long as that Committee was authorized to approve the transaction or contract.

Interested Directors

Interested Directors: Not more than 49 percent of the persons serving on the Board of the Charter School may have a Financial Interest.

Non-Application of Policy

This policy does not preclude a Director from serving the Charter School in any other capacity, such as an officer, agent, employee, independent contractor, or otherwise, and receiving compensation for those services, so long as the employment is disclosed and the employment or other financial relationship is approved by the Board, without the interested Director participating in the vote.

This policy does not apply to transactions that are part of a public or charitable program of the Charter School if the Charter School approves the transaction in good faith and without unjustified favoritism and 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 public or charitable program.

Conflict of Interest Disclosure Statement

This Conflict of Interest Disclosure Statement is intended to help the charter school’s officers and members of the Board of Directors ensure that they are not compromising their ability to act in the charter school’s best interest by placing themselves in a position of an actual or potential conflict of interest. Please initial following Item A or Item B, whichever is appropriate, and provide a detailed explanation if you answered Item B (attach additional sheets if necessary). Please review the Conflicts of Interest Policy when completing these items.

Item A: I am not aware of any relationship or interest or situation involving myself or my immediate family or any entity with which I am affiliated that might result in a conflict of interest between me and the charter school.

Initial Here:

----- _____

Item B: There may be relationships or interests or situations involving myself or my immediate family or any entity with which I am affiliated that either currently or is likely to result in a conflict of interest between me and the charter school.

Initial Here:

----- _____

Immediate family is an individual’s brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law.

Item C: I am a board member, a committee member, an officer or an employee of the following organization(s) which may present a real or potential conflict:

I have read and understand the charter school’s conflicts of interest policy and agree to be bound by it. I will promptly inform the Board of Directors of any material change that develops in the information contained in the foregoing statement.

Typed/Printed Name

Signature

Date

APPENDIX F: UNIFORM COMPLAINT PROCEDURES

Board Policy #: [INSERT]

Adopted/Ratified: 09/22

Revision Date: 06/23



San Diego Cooperative Charter School Uniform Complaint Policy and Procedures (“UCP”)

San Diego Cooperative Charter School (“SDCCS” or “Charter School”) complies with applicable federal and state laws and regulations. SDCCS is the local agency primarily responsible for compliance with federal and state laws and regulations governing its educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

The Responsibilities of San Diego Cooperative Charter School

We shall be primarily responsible for ensuring compliance with applicable state and federal laws and regulations. This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any SDCCS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting, or Lactating Students
 - After School Education and Safety
 - Child Care and Development Programs;
 - Consolidated Categorical Aid Programs;
 - Education of Student in Foster Care, Students who are Homeless, Former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families

Board Policy #: [INSERT]

Adopted/Ratified: 09/22

Revision Date: 06/23

- Every Student Succeeds Act
- Migrant Child Education Programs;
- Physical Education Instructional Minutes
- School Plans For Student Achievement
- School Safety Plans; and/or
- School Site Councils

State Preschool Health And Safety Issues In LEAs Exempt From Licensing

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

- Allegations of child abuse shall be referred to the County Department of Social Services (DSS), Protective Services Division, Child Protective Services (CPS), or appropriate law enforcement agency.
- Health and safety complaints regarding a Child Development Program shall be referred to the Department of Social Services for licensed facilities and to the appropriate Child Development regional administrator for licensing-exempt facilities.
- Employment discrimination, harassment, intimidation, or bullying complaints shall be sent to the State Department of Fair Employment and Housing (DFEH).
- Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. ”Pupil fee” means a fee, deposit, or other charge imposed on students, or a student's parents/guardians, in violation of Education Code Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all student without regard to their families' ability or willingness to pay fees or request special waivers as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

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i. A fee is charged to a student as a condition for registering for school or classes or as a condition for participation in a class or extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

iii. A student must make a purchase to obtain materials, supplies, equipment, or clothes associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If SDCCS finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, SDCCS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by SDCCS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

4. Nothing in this Policy shall be interpreted to prohibit the solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or SDCCS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. Suppose SDCCS adopts a School Plan for Student Achievement in addition to its LCAP. In that case, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.¶

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

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SDCCS acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation, or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant and maintains the integrity of the process. SDCCS cannot guarantee the anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, SDCCS will attempt to do so as appropriate. SDCCS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis. SDCCS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure SDCCS' compliance with the law:

Executive Director

7260 Linda Vista Rd.

Phone: (858) 496-1613

sarah@sdccs.org

The Executive Director or designee shall ensure that the compliance officer(s) designated to investigate complaints know the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the SDCCS Board of Directors or his or her designee.

The UCP Annual Notice

The Executive Director or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on SDCCS' website.

SDCCS shall annually provide written notice of SDCCS' UCP to all students, employees, parents, or guardians of its students, advisory committees, appropriate private school officials or representatives, and other interested parties as applicable.

Our UCP Annual Notice shall also include information regarding the requirements of *EC* Section 49010 through 49013 relating to pupil fees and information regarding the requirements of *EC* Section 52075 relating to the LCAP.

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The UCP Annual Notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in SDCCS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that SDCCS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and related Title 5 health and safety regulations and any California State preschool programs that SDCCS is operating pursuant to Title 22 licensing requirements.
3. A statement that SDCCS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within forty-five (45) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal SDCCS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of SDCCS's Decision, except if SDCCS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals SDCCS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if SDCCS finds merit in a UCP complaint or the CDE finds merit in an appeal, SDCCS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.

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11. A statement that copies of SDCCS' UCP shall be available free of charge.

Procedures

The following procedures shall address all complaints alleging that SDCCS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Executive Director or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Executive Director or designee shall be made in writing. The period for filing may be extended by the Executive Director or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six months. The Executive Director shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed no later than one (1) year from the alleged violation. For complaints relating to the LCAP, the date of the alleged violation is the date on which the SDCCS Board of Directors approved the LCAP or the annual update was adopted by SDCCS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, SDCCS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

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Within three (3) business days of receiving the complaint, the compliance officer may informally discuss the possibility of using mediation with the complainant. If the complainant agrees to mediation, the compliance officer shall arrange this process.

Before mediating an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the complainant's satisfaction, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend SDCCS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The Executive Director, Administrator, or designee shall (1) make all reasonable efforts to investigate any problem within his or her authority. Investigations shall begin within ten (10) days of the receipt of the complaint; and (2) remedy a valid complaint within a reasonable time period, but not to exceed thirty (30) working days from the date the complaint was received and report to the complainant the resolution of the complaint within forty-five (45) working days of the initial filing. If the program administrator makes this report, they shall also report the same information in the same timeframe to the Executive Director or designee.

Thus, the compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall allow the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

SDCCS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

SDCCS shall issue an investigation report (the "Decision") based on the evidence. SDCCS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of SDCCS' receipt of the complaint unless the timeframe is extended with the written agreement of the complainant. SDCCS'

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Decision shall be written in English and in the complainant's language whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion provides a clear determination for each allegation as to whether SDCCS is in compliance with the relevant law.
3. Corrective actions, if SDCCS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal SDCCS' Decision within thirty (30) calendar days to the CDE, except when SDCCS has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and the employee was informed of SDCCS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with SDCCS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. SDCCS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, SDCCS' Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in SDCCS' Decision are not supported by substantial evidence.
4. The legal conclusion in SDCCS' Decision is inconsistent with the law.
5. In a case in which SDCCS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Executive Director or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.

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3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of SDCCS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to SDCCS for resolution as a new complaint. If the CDE notifies SDCCS that its Decision failed to address an allegation raised by the complaint and is subject to the UCP process, SDCCS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by SDCCS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, SDCCS has not taken action within sixty (60) calendar days of the date the complaint was filed with SDCCS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of SDCCS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that a court may impose include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if SDCCS has appropriately and in a timely manner, apprised the complainant of their right to file a complaint

APPENDIX G: GOVERNING BOARD ROSTER

APPENDIX G: GOVERNING BOARD ROSTER

Board Member	Position	Affiliation	Term Ending
Simon Chapman	President	Community Member	June 2025
TBD	Vice President		
Tabby Kohmescher	Secretary	Parent	June 2025
Mitch Rubal	Treasurer	Parent	June 2025
Morgan Weir	Director	Community Member/Founder	June 2026
Celinia Echezarreta	Director	Parent	August 2026
Adam Schindler	Director	Parent	June 2025
Danika Hochberger	Certificated Staff Representative	Staff Member	June 2025
Rachel Bryant	Classified Staff Representative	Staff Member	July 2025

APPENDIX H: STAFF RECRUITMENT AND HIRING

APPENDIX H: STAFF RECRUITMENT AND HIRING

Hiring Procedures



San Diego Cooperative Charter School

Linda Vista Campus

Hiring Process & Procedures

Hiring Process

1. A committee of 5-7 teachers across grade levels forms and a chair selected. **All committee members MUST be present for the full process--all interviews, all components, no exceptions.**
2. The job (or jobs) is posted on EdJoin by the committee chair using the [General Job Posting](#).
3. Resumes are screened using the criteria in the [Requirements for Applicant Cover Letter and Resume](#) document.
4. Send the questions from the [Email Response Questions](#) via email to applicants who pass the resume and cover letter screening from step #3. **Applicants have 24-hours to respond.**
5. The committee will review the Email Response Question responses from applicants using the [Email Response Scoring Guide](#). Applicants with **total scores from 8-12 can be considered to move on to the next round.**

The next rounds are for applicants we are serious about. **Applicants MUST complete the following IN PERSON.**

6. Applicants who have made it to this stage in the process are invited for a group tour of the campus and then assigned to a classroom for an hour to support a teacher and work/interact with students. Observations about applicants will be shared in person or via Google doc by the end of the day, and a decision about whether to move them onto the lesson, unit, and interview component will be made.

Steps 7-8 are scheduled and planned all at once. Applicants will receive a document outlining the process and expectations once invited for the lesson/interview.

7. Applicants are scheduled to teach a brief lesson (20-30 minutes) to a group of students on a Thursday or Friday. Applicants will be able to choose a multiage group they are most interested in teaching (unless hiring for a specific opening) and given guidance regarding topic. Members of the committee will evaluate the lesson using the [Teacher Lesson Classroom Observation Form](#). **Applicants are instructed to reflect on their lesson in preparation for a debrief during the formal interview.**

8. Applicants are scheduled for an interview on the Saturday following the Thursday or Friday lesson. Additionally, applicants will prepare and submit a unit plan from which their lesson would fit. Interview questions to be used are here. Interview responses and units will be scored using the [Interview Question Scoring Guide](#) document.

9. The committee decides which applicants should advance to the principal's (or their designee) interview. The principal interviews applicants the following Monday.

10. The hiring committee chair/co-chair calls applicants' references.

11. The committee makes a decision about who is added to our hiring pool and what grade levels they would be best suited/qualified for.

12. Applicants will be offered positions as openings occur.

Recruitment:

At San Diego Cooperative Charter School, our commitment to recruiting diverse candidates extends to forging strategic partnerships with universities known for their diverse student populations. By collaborating closely with these institutions, we tap into a pipeline of talent that reflects a broad spectrum of backgrounds and experiences. Through partnerships, we engage in initiatives such as internship programs, career fairs, and networking events tailored to connect with students from underrepresented communities. These collaborations not only enhance our recruitment efforts but also foster relationships with future educators who share our values of diversity, equity, and inclusion. By actively engaging with universities, we demonstrate our commitment to building a school community that celebrates diversity and prepares students for success in an increasingly diverse world.

**APPENDIX I: 3-YEAR BUDGET, ASSUMPTION
& CASH FLOW**

**SAN DIEGO COOPERATIVE CHARTER SCHOOL
BUDGET SUMMARY
FISCAL YEARS 2023-2028**

	2023-24		2024-25		2025-26		2026-27		2027-28	
	BUDGET	% of Projected Expenses	BUDGET	% of Projected Expenses	BUDGET	% of Projected Expenses	BUDGET	% of Projected Expenses	BUDGET	% of Projected Expenses
Enrollment	457		459		479		479		479	
FY ADA	434.15		436.05		455.05		455.05		455.05	
8011-8096 Local Control Funding Formula Sources	\$ 5,082,949		\$ 5,164,954		\$ 5,596,278		\$ 5,761,226		\$ 5,944,309	
8100-8299 Federal Income	\$ 573,015		\$ 246,700		\$ 250,417		\$ 250,417		\$ 252,917	
8300-8599 State Income	\$ 985,964		\$ 1,340,384		\$ 969,724		\$ 923,084		\$ 873,178	
8600-8799 Local Income	\$ 191,530		\$ 232,530		\$ 227,530		\$ 157,530		\$ 157,530	
TOTAL INCOME	\$ 6,833,458		\$ 6,984,567		\$ 7,043,950		\$ 7,092,257		\$ 7,227,934	
Total 1000 Certificated Salaries	\$ 3,048,283	45%	\$ 3,229,199	46%	\$ 3,285,111	47%	\$ 3,325,962	47%	\$ 3,390,221	47%
Total 2000 Classified Salaries	\$ 1,064,251	16%	\$ 1,071,402	15%	\$ 1,048,715	15%	\$ 1,059,203	15%	\$ 1,069,795	15%
Total 3000 Employee Benefits	\$ 1,204,467	18%	\$ 1,278,027	18%	\$ 1,331,811	19%	\$ 1,367,469	19%	\$ 1,398,739	19%
Total 4000 Supplies	\$ 157,031	2%	\$ 167,182	2%	\$ 163,701	2%	\$ 109,236	2%	\$ 106,711	1%
Total 5000 Services and Other Operating Expenditures	\$ 1,339,426	20%	\$ 1,171,972	17%	\$ 1,160,096	17%	\$ 1,173,764	17%	\$ 1,201,256	17%
Total 6000 Capital Outlay	\$ 20,000	0%	\$ 30,000	0%	\$ 30,000	0%	\$ 30,000	0%	\$ 30,000	0%
TOTAL EXPENSE	\$ 6,833,458		\$ 6,947,782		\$ 7,019,434		\$ 7,065,634		\$ 7,196,722	
SURPLUS/(DEFICIT)	\$ (0)		\$ 36,785		\$ 24,516		\$ 26,623		\$ 31,213	
NET INCREASE (DECREASE) IN FUND BALANCE	\$ (0)		\$ 36,785		\$ 24,516		\$ 26,623		\$ 31,213	
BEGINNING FUND BALANCE	\$ 3,048,896		\$ 3,048,896		\$ 3,085,681		\$ 3,110,197		\$ 3,136,820	
ENDING FUND BALANCE	\$ 3,048,896		\$ 3,085,681		\$ 3,110,197		\$ 3,136,820		\$ 3,168,033	
RESERVE (AS % OF EXPENSES)	44.6%		44.4%		44.3%		44.4%		44.0%	

**SAN DIEGO COOPERATIVE CHARTER SCHOOL
ASSUMPTIONS
FISCAL YEARS 2023-2028**

	2023-24 Budget	2024-25 Budget	2025-26 Budget	2026-27 Budget	2027-28 Budget
CHARTER SCHOOL ADA					
ADA- Grades TK-3	186.20	188.10	207.10	207.10	207.10
ADA- Grades 4-6	149.15	149.15	149.15	149.15	149.15
ADA- Grades 7-8	98.80	98.80	98.80	98.80	98.80
TOTAL CHARTER SCHOOL ANNUAL ADA	434.15	436.05	455.05	455.05	455.05
Total ADA Percentage	95%	95%	99%	95%	95%
ENROLLMENT & DEMOGRAPHIC DATA					
Enrollment	457	459	459	479	479
TK Only ADA	19	19	38	38	38
Free	118	118	118	118	118
Reduced	42	42	42	42	42
Total Free & Reduced	160	160	160	160	160
Free & Reduced Percentage	35%	35%	35%	33%	33%
English Learners (EL)	68	68	68	68	68
Immigrant Students	0	0	0	0	0
Foster Youth	0	0	0	0	0
Total Unduplicated Pupil Count	228	228	228	228	228

REVENUE ASSUMPTIONS					
LCFF COLA Increase	8.22%	1.07%	2.93%	3.08%	3.30%
Title I	\$149.99	\$156.33	\$156.33	\$156.33	\$156.33
Title II	\$27.35	\$26.16	\$26.16	\$26.16	\$26.16
Title III, EL	\$125.00	\$130.00	\$130.00	\$130.00	\$130.00
Title IV Entitlement	\$23.03	\$22.93	\$21.98	\$21.98	\$21.98
Special Education - IDEA	\$130.00	\$130.00	\$130.00	\$130.00	\$130.00
Special Education - AB 602	\$887.40	\$887.40	\$887.40	\$887.40	\$887.40
Mental Health State	\$58.00	\$58.00	\$58.00	\$58.00	\$58.00
State Lottery - Base (Non-Prop 20) (Based on Annual ADA)	\$170.00	\$177.00	\$177.00	\$177.00	\$177.00
State Lottery - Prop 20 (Based on Annual ADA)	\$67.00	\$72.00	\$72.00	\$72.00	\$72.00

**SAN DIEGO COOPERATIVE CHARTER SCHOOL
ASSUMPTIONS
FISCAL YEARS 2023-2028**

	2023-24 Budget	2024-25 Budget	2025-26 Budget	2026-27 Budget	2027-28 Budget
Mandate Block Grant, K-8	\$19.85	\$20.06	\$20.06	\$20.55	\$20.55
FEDERAL FUNDING					
IDEA Revenue					
IDEA, Advance Apportionment Calculation	\$55,640.00	\$57,125.00	\$57,375.00	\$57,375.00	\$59,875.00
TITLE FUNDING					
Title I Entitlement	\$67,869.00	\$68,166.02	\$71,136.22	\$71,136.22	\$71,136.22
Title II Entitlement	\$11,359.00	\$11,408.71	\$11,905.82	\$11,905.82	\$11,905.82
Title III EL Entitlement					
Title IV Entitlement	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Title V Revenue					
Other Federal Revenue Breakdown					
ESSER III 3213	\$363,347.21				
ESSER III Para 3214	\$64,800.00				
Impact Aid		\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00
Total Other Federal Revenue	\$428,147.21	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00
STATE FUNDING					
AB 602	\$385,264.71	\$385,264.71	\$386,950.77	\$403,811.37	\$403,811.37
Mental Health Level 2- State	\$35,408.00	\$35,408.00	\$35,408.00	\$35,408.00	\$35,408.00
Mandate Reimbursement Block Grant	\$8,004.91	\$8,709.05	\$8,747.16	\$9,351.28	\$9,351.28
Lottery					
Non-Prop 20 (Unrestricted)	\$73,805.50	\$74,128.50	\$77,358.50	\$77,358.50	\$77,358.50
Prop 20 (Restricted)	\$29,088.05	\$29,215.35	\$30,488.35	\$30,488.35	\$30,488.35
Total Lottery	\$102,893.55	\$103,343.85	\$107,846.85	\$107,846.85	\$107,846.85
SB 740 Revenue (Min Per ADA or 75% of Eligible Expenses)	\$0.00	\$3,750.00	\$7,500.00	\$7,500.00	\$7,500.00
Other State Revenue					
Arts, Music, Instructional Materials Block Grant	\$64,680.00	\$166,986.00	\$26,986.00		
Learning Recovery Emergency Block Grant		\$257,000.00	\$5,900.00	\$49,905.51	\$0.00
Prop 28 Arts, Music in Schools	\$64,155.00	\$62,871.90	\$59,728.31	\$59,728.31	\$59,728.31

**SAN DIEGO COOPERATIVE CHARTER SCHOOL
ASSUMPTIONS
FISCAL YEARS 2023-2028**

	2023-24 Budget	2024-25 Budget	2025-26 Budget	2026-27 Budget	2027-28 Budget
Educator Effectiveness	32,900.00	\$42,000.00	\$43,356.00		
UPK FY21-22	30,000.00	\$29,525.00			
UPK FY22-23			\$37,769.00		
ELO-P FY22-23	103,856.35				
ELO-P FY23-24	\$158,809.30	\$103,856.35			
ELO-P Current Year Ongoing		\$141,668.65	\$249,532.37	\$249,532.37	\$249,532.37
All Other State Revenues	\$454,400.65	\$803,907.90	\$423,271.67	\$359,166.18	\$309,260.67
LOCAL FUNDING					
Interest Income	\$90,530.00	\$85,530.00	\$80,530.00	\$80,530.00	\$80,530.00
All Other Local Revenue	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00
Grants	\$35,000.00	\$70,000.00	\$70,000.00	\$0.00	\$0.00
Fundraising	\$29,000.00	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00
Donations	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00

EXPENSE ASSUMPTIONS - Unless otherwise listed, assumptions based on historical data. Year-to-year variances are due to increases for inflation, salary schedules and projected annual expenditures.

Oversight/Prop 39 Fee	3.0%	3.0%	3.0%	3.0%	3.0%
SELPA Admin Fee	3.0%	3.0%	3.0%	3.0%	3.0%
Increases for Inflation (CPI Estimate)	3.4%	2.8%	2.5%	2.7%	2.7%

**SAN DIEGO COOPERATIVE CHARTER SCHOOL
INCOME DETAIL
FISCAL YEARS 2023-2028**

	2023-24	2024-25	2025-26	2026-27	2027-28
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET
INCOME					
8011-8096 Local Control Funding Formula Sources					
8011 Local Control Funding Formula	1,390,416	1,123,385	1,378,606	1,543,554	1,726,637
8012 Education Protection Act EPA	86,830	87,210	91,010	91,010	91,010
8019 Charter Schools General Purpose - Prior Year	-	-	-	-	-
8096 In Lieu of Property Taxes	3,605,703	3,954,359	4,126,662	4,126,662	4,126,662
Total 8011-8096 Local Control Funding Formula Sources	\$ 5,082,949	\$ 5,164,954	\$ 5,596,278	\$ 5,761,226	\$ 5,944,309
8100-8299 Federal Income					
8181 Federal Special Education (IDEA) Part B, Sec 611	55,640	57,125	57,375	57,375	59,875
8182 Special Ed: IDEA Mental Health	-	-	-	-	-
8220 Child Nutrition Programs - Federal	-	-	-	-	-
8291 Title I, A Basic Grants Low-Income	67,869	68,166	71,136	71,136	71,136
8292 Title II, A Teacher Quality	11,359	11,409	11,906	11,906	11,906
8294 Title IV	10,000	10,000	10,000	10,000	10,000
8297 All Other Federal Revenue	428,147	100,000	100,000	100,000	100,000
Total 8100-8299 Federal Income	\$ 573,015	\$ 246,700	\$ 250,417	\$ 250,417	\$ 252,917
8300-8599 State Income					
8311 Special Ed - AB602	385,265	385,265	386,951	403,811	403,811
8520 Child Nutrition - State	-	-	-	-	-
8560 State Lottery Revenue	102,894	103,344	107,847	107,847	107,847
8590 Mandated Block Grant	7,997	8,709	8,747	9,351	9,351
8591 SB740	-	3,750	7,500	7,500	7,500
8592 Mental Health-SPED	35,408	35,408	35,408	35,408	35,408
8599 All Other State Revenues	454,401	803,908	423,272	359,166	309,261
Total 8300-8599 State Income	\$ 985,964	\$ 1,340,384	\$ 969,724	\$ 923,084	\$ 873,178
8600-8799 Local Income					
8634 Food Service Sales	-	-	-	-	-
8660 Interest / Dividend Income	90,530	85,530	80,530	80,530	80,530
8690 All Other Local Revenue	30,000	30,000	30,000	30,000	30,000
8698 Grants	35,000	70,000	70,000	-	-
8699 Fundraising	29,000	40,000	40,000	40,000	40,000
8670 Donations	7,000	7,000	7,000	7,000	7,000
8999 Prior Year Adjustment	-	-	-	-	-
Total 8600-8799 Local Income	\$ 191,530	\$ 232,530	\$ 227,530	\$ 157,530	\$ 157,530
TOTAL INCOME	\$ 6,833,458	\$ 6,984,567	\$ 7,043,950	\$ 7,092,257	\$ 7,227,934

**SAN DIEGO COOPERATIVE CHARTER SCHOOL
EXPENSE DETAIL
FISCAL YEARS 2023-2028**

	2023-24	2024-25	2025-26	2026-27	2027-28
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET
EXPENSE					
1000 Certificated Salaries					
1110 Teachers' Salaries	1,574,572	1,691,486	1,732,020	1,757,341	1,805,914
1170 Teacher Salaries - Substitute	104,336	60,128	60,730	61,337	61,950
1175 Teachers' Salaries - Stipend/Extra Duty	136	136	137	139	140
1200 Certificated Pupil Support Salaries	193,344	216,980	219,150	221,341	223,555
1300 Certificated Supervisor and Administrator Salaries	336,873	339,373	342,767	346,194	349,656
1900 Other Certificated Salaries	839,021	921,096	930,307	939,610	949,006
Total 1000 Certificated Salaries	\$ 3,048,283	\$ 3,229,199	\$ 3,285,111	\$ 3,325,962	\$ 3,390,221
2000 Classified Salaries					
2100 Instructional Aide Salaries	732,825	732,441	706,365	713,428	720,563
2200 Classified Support Salaries	52,902	52,901	53,430	53,964	54,504
2300 Classified Supervisor and Administrator Salaries	158,200	178,100	179,881	181,680	183,497
2400 Clerical/Technical/Office Staff Salaries	120,324	107,960	109,040	110,130	111,231
2900 Other Classified Salaries	-	-	-	-	-
Total 2000 Classified Salaries	\$ 1,064,251	\$ 1,071,402	\$ 1,048,715	\$ 1,059,203	\$ 1,069,795
3000 Employee Benefits					
3101 STRS - State Teachers Retirement System	530,996	586,637	627,456	635,259	647,532
3102 PERS - Public Employee Retirement System	-	-	-	-	-
3301 OASDI - Social Security	69,728	70,891	65,020	65,671	66,327
3331 MED - Medicare	59,630	62,357	62,840	63,585	64,670
3401 H&W - Health & Welfare	456,865	467,871	481,908	496,365	511,256
3501 SUI - State Unemployment Insurance	12,056	12,150	12,167	12,193	12,230
3601 Worker Compensation	49,350	51,607	55,906	67,884	70,210
3901 403B	11,428	12,101	12,101	12,101	12,101
3902 Other Benefits	14,413	14,413	14,413	14,413	14,413
Total 3000 Employee Benefits	\$ 1,204,467	\$ 1,278,027	\$ 1,331,811	\$ 1,367,469	\$ 1,398,739
4000 Books and Supplies					
4110 Approved Textbooks and Core Curriculum Materials	33,321	46,496	47,015	32,550	30,025
4210 Books and Other Reference Materials	1,000	1,000	1,000	1,000	1,000
4310 Student Materials	43,000	38,000	39,000	39,000	39,000
4350 Office Supplies	12,631	12,631	12,631	12,631	12,631
4390 Other Supplies	23,056	23,056	23,056	23,056	23,056
4410 Non Capitalized Equipment- Technology	35,524	40,000	40,000	-	-
4420 Non Capitalized Equipment- Furniture	7,500	5,000	-	-	-
4700 Food and Food Supplies	1,000	1,000	1,000	1,000	1,000
Total 4000 Supplies	\$ 157,031	\$ 167,182	\$ 163,701	\$ 109,236	\$ 106,711

**SAN DIEGO COOPERATIVE CHARTER SCHOOL
EXPENSE DETAIL
FISCAL YEARS 2023-2028**

	2023-24	2024-25	2025-26	2026-27	2027-28
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET
5000 Services and Other Operating Expenditures					
5100 Subagreements for Services	53,381	54,832	10,000	10,000	10,000
5200 Travel and Conferences	4,069	2,140	2,214	2,290	2,368
5210 Professional Development	24,500	28,000	28,000	13,000	13,000
5300 Dues and Memberships	13,821	13,564	13,788	14,032	14,283
5450 General Insurance	34,210	35,236	36,293	37,382	37,382
5500 Operation and Housekeeping Services	13,858	14,104	14,358	14,619	14,888
5501 Operation and Housekeeping Services: Utilities	101,377	104,419	107,551	110,778	110,778
5610 Rent - Facilities / Buildings / Space	-	15,000	10,000	10,000	10,000
5620 Equipment Lease	21,018	21,612	22,225	22,856	23,505
5630 Vendor Repairs	14,981	15,430	15,893	16,370	16,861
5812 Field Trips/Pupil Transportation	96,100	98,923	101,831	102,826	105,910
5820 Legal Fees	25,981	21,461	21,955	22,463	22,987
5825 Audit Fees	12,881	13,267	13,665	14,075	14,497
5830 Advertisement / Recruitment	63,800	2,000	2,000	2,000	2,000
5850 Non Instructional consultants	62,192	19,178	19,753	20,346	20,956
5851 Instructional consultants	384,872	294,836	303,599	312,625	321,921
5853 Back Office Support	95,788	98,662	101,621	104,670	107,810
5860 Software Licenses	82,593	87,582	89,374	91,220	93,121
5880 District Oversight Fee	152,488	154,949	167,888	172,837	178,329
5885 El Dorado Admin Fee	18,287	18,331	18,389	18,389	18,389
5890 Other Fees / Bank Charges /Credit Card Fees	27,137	27,783	28,449	29,134	29,840
5896 Special Ed Fair Share	-	-	-	-	-
5897 Fundraising Cost	11,100	11,100	11,100	11,100	11,100
5900 Communications	24,993	19,562	20,149	20,754	21,329
Total 5000 Services and Other Operating Expenditures	\$ 1,339,426	\$ 1,171,972	\$ 1,160,096	\$ 1,173,764	\$ 1,201,256
6000 Capital Outlay					
6900 Depreciation Expense	20,000	30,000	30,000	30,000	30,000
Total 6000 Capital Outlay	\$ 20,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000.00
TOTAL EXPENSE	\$ 6,833,458	\$ 6,947,782	\$ 7,019,434	\$ 7,065,634	\$ 7,196,722

**SAN DIEGO COOPERATIVE CHARTER SCHOOL
CASH FLOW BY MONTH
FISCAL YEAR 2025-26**

	Forecast Jul-25	Forecast Aug-25	Forecast Sep-25	Forecast Oct-25	Forecast Nov-25	Forecast Dec-25	Forecast Jan-26	Forecast Feb-26	Forecast Mar-26	Forecast Apr-26	Forecast May-26	Forecast Jun-26	Accrual	2025-26 Total
INCOME														
8011-8096 Local Control Funding Formula Sources														
8011 Local Control Funding Formula	56,169	56,169	101,105	101,105	101,105	101,105	101,105	152,149	152,149	152,149	152,149	152,149	-	1,378,606
8012 Education Protection Act EPA	-	-	22,753	-	-	22,753	-	-	22,753	-	-	22,753	-	91,010
8019 Charter Schools General Purpose - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	247,600	495,199	330,133	330,133	330,133	330,133	330,133	577,733	288,866	288,866	288,866	288,866	4,126,662
Total 8011-8096 Local Control Funding Formula Sources	56,169	303,769	619,057	431,238	431,238	453,990	431,238	482,282	752,634	441,015	441,015	463,768	288,866	5,596,278
8100-8299 Federal Income														
8181 Federal Special Education (IDEA) Part B, Sec 611	-	-	-	-	-	-	-	-	28,688	-	-	14,344	14,344	57,375
8182 Special Ed: IDEA Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Child Nutrition Programs - Federal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I, A Basic Grants Low-Income	-	-	-	-	14,227	-	14,227	-	14,227	-	-	14,227	14,227	71,136
8292 Title II, A Teacher Quality	-	-	-	-	2,381	-	2,381	-	2,381	-	-	2,381	2,381	11,906
8294 Title IV	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-	10,000
8297 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	100,000	-	100,000
Total 8100-8299 Federal Income	-	-	2,500	-	16,608	2,500	16,608	-	47,796	-	-	133,452	30,952	250,417
8300-8599 State Income														
8311 Special Ed - AB602	19,348	19,348	34,826	34,826	34,826	34,826	34,826	29,021	29,021	29,021	29,021	29,021	29,021	386,951
8520 Child Nutrition - State	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8560 State Lottery Revenue	-	-	-	-	-	-	26,962	-	-	26,962	-	-	53,923	107,847
8590 Mandated Block Grant	-	-	-	-	-	8,747	-	-	-	-	-	-	-	8,747
8591 SB740	-	-	-	-	3,750	-	-	-	-	1,875	-	1,875	-	7,500
8592 Mental Health-SPED	-	-	-	-	-	-	-	-	-	-	-	35,408	-	35,408
8599 All Other State Revenues	-	-	-	-	-	-	-	-	-	275,127	-	148,145	-	423,272
Total 8300-8599 State Income	19,348	19,348	34,826	34,826	38,576	43,573	61,788	29,021	29,021	332,984	29,021	214,449	82,944	969,724
8600-8799 Local Income														
8660 Interest / Dividend Income	-	-	-	20,133	-	-	20,133	-	-	20,133	-	-	20,133	80,530
8670 Donations	-	-	-	-	1,400	1,400	700	700	700	700	700	700	-	7,000
8690 All Other Local Revenue	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	30,000
8698 Grants	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	-	70,000
8699 Fundraising	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	40,000
8999 Prior Year Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 8600-8799 Local Income	11,667	11,667	11,667	31,799	13,067	13,067	32,499	12,367	12,367	32,499	12,367	12,367	20,133	227,530
TOTAL INCOME	87,184	334,783	668,049	497,863	499,489	513,130	542,133	523,669	841,818	806,499	482,403	824,036	422,895	7,043,950
EXPENSE														
1000 Certificated Salaries														
1110 Teachers' Salaries	-	-	236,185	157,456	157,456	157,456	157,456	157,456	236,185	157,456	157,456	157,456	-	1,732,020
1170 Teacher Salaries - Substitute	-	-	8,281	5,521	5,521	5,521	5,521	5,521	8,281	5,521	5,521	5,521	-	60,730
1175 Teachers' Salaries - Stipend/Extra Duty	-	-	19	12	12	12	12	12	19	12	12	12	-	137
1200 Certificated Pupil Support Salaries	-	-	29,884	19,923	19,923	19,923	19,923	19,923	29,884	19,923	19,923	19,923	-	219,150
1300 Certificated Supervisor and Administrator Salaries	-	28,564	42,846	28,564	28,564	28,564	28,564	28,564	42,846	28,564	28,564	28,564	-	342,767
1900 Other Certificated Salaries	-	-	126,860	84,573	84,573	84,573	84,573	84,573	126,860	84,573	84,573	84,573	-	930,307
Total 1000 Certificated Salaries	-	28,564	444,075	296,050	296,050	296,050	296,050	296,050	444,075	296,050	296,050	296,050	-	3,285,111
2000 Classified Salaries														
2100 Instructional Aide Salaries	-	-	96,322	64,215	64,215	64,215	64,215	64,215	96,322	64,215	64,215	64,215	-	706,365
2200 Classified Support Salaries	-	4,453	6,679	4,453	4,453	4,453	4,453	4,453	6,679	4,453	4,453	4,453	-	53,430
2300 Classified Supervisor and Administrator Salaries	13,837	13,837	20,756	13,837	13,837	13,837	13,837	13,837	20,756	13,837	13,837	13,837	-	179,881
2400 Clerical/Technical/Office Staff Salaries	8,388	8,388	12,581	8,388	8,388	8,388	8,388	8,388	12,581	8,388	8,388	8,388	-	109,040
2900 Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 2000 Classified Salaries	22,225	26,677	136,338	90,892	90,892	90,892	90,892	90,892	136,338	90,892	90,892	90,892	-	1,048,715
3000 Employee Benefits														
3101 STRS - State Teachers Retirement System	-	5,456	78,033	52,022	52,022	52,022	52,022	52,022	78,033	52,022	52,022	101,782	-	627,456
3102 PERS - Public Employee Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI - Social Security	1,378	1,654	8,453	5,635	5,635	5,635	5,635	5,635	8,453	5,635	5,635	5,635	-	65,020
3331 MED - Medicare	322	801	8,416	5,611	5,611	5,611	5,611	5,611	8,416	5,611	5,611	5,611	-	62,840
3401 H&W - Health & Welfare	40,159	40,159	40,159	40,159	40,159	40,159	40,159	40,159	40,159	40,159	40,159	40,159	-	481,908
3501 SUI - State Unemployment Insurance	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
3601 Worker Compensation	4,659	4,659	4,659	4,659	4,659	4,659	4,659	4,659	4,659	4,659	4,659	4,659	-	55,906
3901 403B	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	-	12,101
3902 Other Benefits	1,201	1,201	1,201	1,201	1,201	1,201	1,201	1,201	1,201	1,201	1,201	1,201	-	14,413
Total 3000 Employee Benefits	49,741	55,952	142,943	111,309	111,309	111,309	111,309	111,309	142,943	111,309	111,309	161,069	-	1,331,811

**SAN DIEGO COOPERATIVE CHARTER SCHOOL
CASH FLOW BY MONTH
FISCAL YEAR 2025-26**

	Forecast Jul-25	Forecast Aug-25	Forecast Sep-25	Forecast Oct-25	Forecast Nov-25	Forecast Dec-25	Forecast Jan-26	Forecast Feb-26	Forecast Mar-26	Forecast Apr-26	Forecast May-26	Forecast Jun-26	Accrual	2025-26 Total
4000 Books and Supplies														
4110 Approved Textbooks and Core Curriculum Materials	3,918	3,918	3,918	3,918	3,918	3,918	3,918	3,918	3,918	3,918	3,918	3,918	-	47,015
4210 Books and Other Reference Materials	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
4310 Student Materials	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	-	39,000
4350 Office Supplies	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	-	12,631
4390 Other Supplies	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	-	23,056
4410 Non Capitalized Equipment- Technology	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	40,000
4420 Non Capitalized Equipment- Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4700 Food and Food Supplies	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
Total 4000 Supplies	13,642	13,642	13,642	13,642	13,642	13,642	13,642	13,642	13,642	13,642	13,642	13,642	-	163,701
5000 Services and Other Operating Expenditures														
5100 Subagreements for Services	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000
5200 Travel and Conferences	184	184	184	184	184	184	184	184	184	184	184	184	-	2,214
5210 Professional Development	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	-	28,000
5300 Dues and Memberships	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	-	13,788
5450 General Insurance	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	-	36,293
5500 Operation and Housekeeping Services	1,196	1,196	1,196	1,196	1,196	1,196	1,196	1,196	1,196	1,196	1,196	1,196	-	14,358
5501 Operation and Housekeeping Services: Utilities	8,963	8,963	8,963	8,963	8,963	8,963	8,963	8,963	8,963	8,963	8,963	8,963	-	107,551
5610 Rent - Facilities / Buildings / Space	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000
5620 Equipment Lease	1,852	1,852	1,852	1,852	1,852	1,852	1,852	1,852	1,852	1,852	1,852	1,852	-	22,225
5630 Vendor Repairs	1,324	1,324	1,324	1,324	1,324	1,324	1,324	1,324	1,324	1,324	1,324	1,324	-	15,893
5812 Field Trips/Pupil Transportation	8,486	8,486	8,486	8,486	8,486	8,486	8,486	8,486	8,486	8,486	8,486	8,486	-	101,831
5820 Legal Fees	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	-	21,955
5825 Audit Fees	1,139	1,139	1,139	1,139	1,139	1,139	1,139	1,139	1,139	1,139	1,139	1,139	-	13,665
5830 Advertisement / Recruitment	167	167	167	167	167	167	167	167	167	167	167	167	-	2,000
5850 Non Instructional consultants	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	1,646	-	19,753
5851 Instructional consultants	25,300	25,300	25,300	25,300	25,300	25,300	25,300	25,300	25,300	25,300	25,300	25,300	-	303,599
5853 Back Office Support	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	8,468	-	101,621
5860 Software Licenses	7,448	7,448	7,448	7,448	7,448	7,448	7,448	7,448	7,448	7,448	7,448	7,448	-	89,374
5880 District Oversight Fee	13,991	13,991	13,991	13,991	13,991	13,991	13,991	13,991	13,991	13,991	13,991	13,991	-	167,888
5885 El Dorado Admin Fee	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	-	18,389
5890 Other Fees / Bank Charges /Credit Card Fees	2,371	2,371	2,371	2,371	2,371	2,371	2,371	2,371	2,371	2,371	2,371	2,371	-	28,449
5896 Special Ed Fair Share	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5897 Fundraising Cost	925	925	925	925	925	925	925	925	925	925	925	925	-	11,100
5900 Communications	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	-	20,149
Total 5000 Services and Other Operating Expenditures	96,675	96,675	96,675	96,675	96,675	96,675	96,675	96,675	96,675	96,675	96,675	96,675	-	1,160,096
6000 Capital Outlay														
6900 Depreciation Expense	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	30,000
Total 6000 Capital Outlay	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	30,000
TOTAL EXPENSE	184,782	224,009	836,172	611,067	611,067	611,067	611,067	611,067	836,172	611,067	611,067	660,827	-	7,019,434
NET INCOME (LOSS) - Contribution to Reserves (Monthly Operating Surplus/Deficit)	(97,599)	110,774	(168,123)	(113,205)	(111,579)	(97,937)	(68,934)	(87,398)	5,645	195,431	(128,664)	163,208	422,895	24,516
	Forecast Jul-25	Forecast Aug-25	Forecast Sep-25	Forecast Oct-25	Forecast Nov-25	Forecast Dec-25	Forecast Jan-26	Forecast Feb-26	Forecast Mar-26	Forecast Apr-26	Forecast May-26	Forecast Jun-26	Accrual	
Fund Balance	2,996,517	3,107,291	2,939,169	2,825,964	2,714,385	2,616,448	2,547,514	2,460,116	2,465,761	2,661,193	2,532,528	2,695,736	3,118,632	
Ending Cash Balance	4,697,591	4,808,365	4,640,243	4,527,038	4,415,459	4,317,522	4,248,587	4,161,190	4,166,835	4,362,266	4,233,602	4,396,810	4,819,706	

**SAN DIEGO COOPERATIVE CHARTER SCHOOL
CASH FLOW BY MONTH
FISCAL YEAR 2026-27**

	Forecast Jul-26	Forecast Aug-26	Forecast Sep-26	Forecast Oct-26	Forecast Nov-26	Forecast Dec-26	Forecast Jan-27	Forecast Feb-27	Forecast Mar-27	Forecast Apr-27	Forecast May-27	Forecast Jun-27	Accrual	2026-27 Total
INCOME														
8011-8096 Local Control Funding Formula Sources														
8011 Local Control Funding Formula	68,930	68,930	124,075	124,075	124,075	124,075	124,075	157,064	157,064	157,064	157,064	157,064	-	1,543,554
8012 Education Protection Act EPA	-	-	22,753	-	-	22,753	-	-	22,753	-	-	22,753	-	91,010
8019 Charter Schools General Purpose - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	247,600	495,199	330,133	330,133	330,133	330,133	330,133	577,733	288,866	288,866	288,866	288,866	4,126,662
Total 8011-8096 Local Control Funding Formula Sources	68,930	316,530	642,027	454,208	454,208	476,960	454,208	487,197	757,549	445,930	445,930	468,683	288,866	5,761,226
8100-8299 Federal Income														
8181 Federal Special Education (IDEA) Part B, Sec 611	-	-	-	-	-	-	-	-	28,688	-	-	14,344	14,344	57,375
8182 Special Ed: IDEA Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Child Nutrition Programs - Federal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I, A Basic Grants Low-Income	-	-	-	-	14,227	-	14,227	-	14,227	-	-	14,227	14,227	71,136
8292 Title II, A Teacher Quality	-	-	-	-	2,381	-	2,381	-	2,381	-	-	2,381	2,381	11,906
8294 Title IV	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-	10,000
8297 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	100,000	-	100,000
Total 8100-8299 Federal Income	-	-	2,500	-	16,608	2,500	16,608	-	47,796	-	-	133,452	30,952	250,417
8300-8599 State Income														
8311 Special Ed - AB602	20,191	20,191	36,343	36,343	36,343	36,343	36,343	30,285	30,285	30,285	30,285	30,285	30,285	403,811
8520 Child Nutrition - State	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8560 State Lottery Revenue	-	-	-	-	-	-	26,962	-	-	26,962	-	-	53,923	107,847
8590 Mandated Block Grant	-	-	-	-	-	9,351	-	-	-	-	-	-	-	9,351
8591 SB740	-	-	-	-	3,750	-	-	-	-	1,875	-	1,875	-	7,500
8592 Mental Health-SPED	-	-	-	-	-	-	-	-	-	-	-	35,408	-	35,408
8599 All Other State Revenues	-	-	-	-	-	-	-	-	-	233,458	-	125,708	-	359,166
Total 8300-8599 State Income	20,191	20,191	36,343	36,343	40,093	45,695	63,305	30,285	30,285	292,580	30,285	193,277	84,209	923,084
8600-8799 Local Income														
8660 Interest / Dividend Income	-	-	-	20,133	-	-	20,133	-	-	20,133	-	-	20,133	80,530
8670 Donations	-	-	-	-	1,400	1,400	700	700	700	700	700	700	-	7,000
8690 All Other Local Revenue	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	30,000
8698 Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 Fundraising	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	40,000
8999 Prior Year Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 8600-8799 Local Income	5,833	5,833	5,833	25,966	7,233	7,233	26,666	6,533	6,533	26,666	6,533	6,533	20,133	157,530
TOTAL INCOME	94,954	342,554	686,703	516,517	518,143	532,388	560,787	524,016	842,164	765,177	482,749	801,945	424,160	7,092,257
EXPENSE														
1000 Certificated Salaries														
1110 Teachers' Salaries	-	-	239,637	159,758	159,758	159,758	159,758	159,758	239,637	159,758	159,758	159,758	-	1,757,341
1170 Teacher Salaries - Substitute	-	-	8,364	5,576	5,576	5,576	5,576	5,576	8,364	5,576	5,576	5,576	-	61,337
1175 Teachers' Salaries - Stipend/Extra Duty	-	-	19	13	13	13	13	13	19	13	13	13	-	139
1200 Certificated Pupil Support Salaries	-	-	30,183	20,122	20,122	20,122	20,122	20,122	30,183	20,122	20,122	20,122	-	221,341
1300 Certificated Supervisor and Administrator Salaries	-	28,850	43,274	28,850	28,850	28,850	28,850	28,850	43,274	28,850	28,850	28,850	-	346,194
1900 Other Certificated Salaries	-	-	128,129	85,419	85,419	85,419	85,419	85,419	128,129	85,419	85,419	85,419	-	939,610
Total 1000 Certificated Salaries	-	28,850	449,606	299,737	299,737	299,737	299,737	299,737	449,606	299,737	299,737	299,737	-	3,325,962
2000 Classified Salaries														
2100 Instructional Aide Salaries	-	-	97,286	64,857	64,857	64,857	64,857	64,857	97,286	64,857	64,857	64,857	-	713,428
2200 Classified Support Salaries	-	4,497	6,746	4,497	4,497	4,497	4,497	4,497	6,746	4,497	4,497	4,497	-	53,964
2300 Classified Supervisor and Administrator Salaries	13,975	13,975	20,963	13,975	13,975	13,975	13,975	13,975	20,963	13,975	13,975	13,975	-	181,680
2400 Clerical/Technical/Office Staff Salaries	8,472	8,472	12,707	8,472	8,472	8,472	8,472	8,472	12,707	8,472	8,472	8,472	-	110,130
2900 Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 2000 Classified Salaries	22,447	26,944	137,702	91,801	91,801	91,801	91,801	91,801	137,702	91,801	91,801	91,801	-	1,059,203
3000 Employee Benefits														
3101 STRS - State Teachers Retirement System	-	5,510	79,005	52,670	52,670	52,670	52,670	52,670	79,005	52,670	52,670	103,050	-	635,259
3102 PERS - Public Employee Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI - Social Security	1,392	1,671	8,537	5,692	5,692	5,692	5,692	5,692	8,537	5,692	5,692	5,692	-	65,671
3331 MED - Medicare	325	809	8,516	5,677	5,677	5,677	5,677	5,677	8,516	5,677	5,677	5,677	-	63,585
3401 H&W - Health & Welfare	41,364	41,364	41,364	41,364	41,364	41,364	41,364	41,364	41,364	41,364	41,364	41,364	-	496,365
3501 SUJ - State Unemployment Insurance	1,016	1,016	1,016	1,016	1,016	1,016	1,016	1,016	1,016	1,016	1,016	1,016	-	12,193
3601 Worker Compensation	5,657	5,657	5,657	5,657	5,657	5,657	5,657	5,657	5,657	5,657	5,657	5,657	-	67,884
3901 403B	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	-	12,101
3902 Other Benefits	1,201	1,201	1,201	1,201	1,201	1,201	1,201	1,201	1,201	1,201	1,201	1,201	-	14,413
Total 3000 Employee Benefits	51,963	58,236	146,305	114,285	114,285	114,285	114,285	114,285	146,305	114,285	114,285	164,665	-	1,367,469

**SAN DIEGO COOPERATIVE CHARTER SCHOOL
CASH FLOW BY MONTH
FISCAL YEAR 2026-27**

	Forecast Jul-26	Forecast Aug-26	Forecast Sep-26	Forecast Oct-26	Forecast Nov-26	Forecast Dec-26	Forecast Jan-27	Forecast Feb-27	Forecast Mar-27	Forecast Apr-27	Forecast May-27	Forecast Jun-27	Accrual	2026-27 Total
4000 Books and Supplies														
4110 Approved Textbooks and Core Curriculum Materials	2,712	2,712	2,712	2,712	2,712	2,712	2,712	2,712	2,712	2,712	2,712	2,712	-	32,550
4210 Books and Other Reference Materials	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
4310 Student Materials	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	-	39,000
4350 Office Supplies	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	-	12,631
4390 Other Supplies	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	-	23,056
4410 Non Capitalized Equipment- Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4420 Non Capitalized Equipment- Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4700 Food and Food Supplies	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
Total 4000 Supplies	9,103	9,103	9,103	9,103	9,103	9,103	9,103	9,103	9,103	9,103	9,103	9,103	-	109,236
5000 Services and Other Operating Expenditures														
5100 Subagreements for Services	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000
5200 Travel and Conferences	191	191	191	191	191	191	191	191	191	191	191	191	-	2,290
5210 Professional Development	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	13,000
5300 Dues and Memberships	1,169	1,169	1,169	1,169	1,169	1,169	1,169	1,169	1,169	1,169	1,169	1,169	-	14,032
5450 General Insurance	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	-	37,382
5500 Operation and Housekeeping Services	1,218	1,218	1,218	1,218	1,218	1,218	1,218	1,218	1,218	1,218	1,218	1,218	-	14,619
5501 Operation and Housekeeping Services: Utilities	9,231	9,231	9,231	9,231	9,231	9,231	9,231	9,231	9,231	9,231	9,231	9,231	-	110,778
5610 Rent - Facilities / Buildings / Space	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000
5620 Equipment Lease	1,905	1,905	1,905	1,905	1,905	1,905	1,905	1,905	1,905	1,905	1,905	1,905	-	22,856
5630 Vendor Repairs	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	-	16,370
5812 Field Trips/Pupil Transportation	8,569	8,569	8,569	8,569	8,569	8,569	8,569	8,569	8,569	8,569	8,569	8,569	-	102,826
5820 Legal Fees	1,872	1,872	1,872	1,872	1,872	1,872	1,872	1,872	1,872	1,872	1,872	1,872	-	22,463
5825 Audit Fees	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	-	14,075
5830 Advertisement / Recruitment	167	167	167	167	167	167	167	167	167	167	167	167	-	2,000
5850 Non Instructional consultants	1,695	1,695	1,695	1,695	1,695	1,695	1,695	1,695	1,695	1,695	1,695	1,695	-	20,346
5851 Instructional consultants	26,052	26,052	26,052	26,052	26,052	26,052	26,052	26,052	26,052	26,052	26,052	26,052	-	312,625
5853 Back Office Support	8,723	8,723	8,723	8,723	8,723	8,723	8,723	8,723	8,723	8,723	8,723	8,723	-	104,670
5860 Software Licenses	7,602	7,602	7,602	7,602	7,602	7,602	7,602	7,602	7,602	7,602	7,602	7,602	-	91,220
5880 District Oversight Fee	14,403	14,403	14,403	14,403	14,403	14,403	14,403	14,403	14,403	14,403	14,403	14,403	-	172,837
5885 El Dorado Admin Fee	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	-	18,389
5890 Other Fees / Bank Charges /Credit Card Fees	2,428	2,428	2,428	2,428	2,428	2,428	2,428	2,428	2,428	2,428	2,428	2,428	-	29,134
5896 Special Ed Fair Share	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5897 Fundraising Cost	925	925	925	925	925	925	925	925	925	925	925	925	-	11,100
5900 Communications	1,729	1,729	1,729	1,729	1,729	1,729	1,729	1,729	1,729	1,729	1,729	1,729	-	20,754
Total 5000 Services and Other Operating Expenditures	97,814	97,814	97,814	97,814	97,814	97,814	97,814	97,814	97,814	97,814	97,814	97,814	-	1,173,764
6000 Capital Outlay														
6900 Depreciation Expense	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	30,000
Total 6000 Capital Outlay	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	30,000
TOTAL EXPENSE	183,827	223,446	843,029	615,240	615,240	615,240	615,240	615,240	843,029	615,240	615,240	665,620	-	7,065,634
NET INCOME (LOSS) - Contribution to Reserves (Monthly Operating Surplus/Deficit)	(88,873)	119,108	(156,326)	(98,724)	(97,098)	(82,852)	(54,453)	(91,224)	(865)	149,936	(132,491)	136,325	424,160	26,623
	Forecast Jul-26	Forecast Aug-26	Forecast Sep-26	Forecast Oct-26	Forecast Nov-26	Forecast Dec-26	Forecast Jan-27	Forecast Feb-27	Forecast Mar-27	Forecast Apr-27	Forecast May-27	Forecast Jun-27	Accrual	
Ending Cash Balance	4,730,833	4,849,941	4,693,615	4,594,892	4,497,794	4,414,942	4,360,488	4,269,264	4,268,399	4,418,335	4,285,844	4,422,169	4,846,329	

**SAN DIEGO COOPERATIVE CHARTER SCHOOL
CASH FLOW BY MONTH
FISCAL YEAR 2027-28**

	Forecast Jul-27	Forecast Aug-27	Forecast Sep-27	Forecast Oct-27	Forecast Nov-27	Forecast Dec-27	Forecast Jan-28	Forecast Feb-28	Forecast Mar-28	Forecast Apr-28	Forecast May-28	Forecast Jun-28	Accrual	2027-28 Total
INCOME														
8011-8096 Local Control Funding Formula Sources														
8011 Local Control Funding Formula	68,930	68,930	124,075	124,075	124,075	124,075	124,075	193,681	193,681	193,681	193,681	193,681	-	1,726,637
8012 Education Protection Act EPA	-	-	22,753	-	-	22,753	-	-	22,753	-	-	22,753	-	91,010
8019 Charter Schools General Purpose - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	247,600	495,199	330,133	330,133	330,133	330,133	330,133	577,733	288,866	288,866	288,866	288,866	4,126,662
Total 8011-8096 Local Control Funding Formula Sources	68,930	316,530	642,027	454,208	454,208	476,960	454,208	523,814	794,166	482,547	482,547	505,300	288,866	5,944,309
8100-8299 Federal Income														
8181 Federal Special Education (IDEA) Part B, Sec 611	-	-	-	-	-	-	-	-	29,938	-	-	14,969	14,969	59,875
8182 Special Ed: IDEA Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Child Nutrition Programs - Federal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I, A Basic Grants Low-Income	-	-	-	-	14,227	-	14,227	-	14,227	-	-	14,227	14,227	71,136
8292 Title II, A Teacher Quality	-	-	-	-	2,381	-	2,381	-	2,381	-	-	2,381	2,381	11,906
8294 Title IV	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-	10,000
8297 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	100,000	-	100,000
Total 8100-8299 Federal Income	-	-	2,500	-	16,608	2,500	16,608	-	49,046	-	-	134,077	31,577	252,917
8300-8599 State Income														
8311 Special Ed - AB602	20,191	20,191	36,343	36,343	36,343	36,343	36,343	30,285	30,285	30,285	30,285	30,285	30,285	403,811
8520 Child Nutrition - State	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8560 State Lottery Revenue	-	-	-	-	-	-	26,962	-	-	26,962	-	-	53,923	107,847
8590 Mandated Block Grant	-	-	-	-	-	9,351	-	-	-	-	-	-	-	9,351
8591 SB740	-	-	-	-	3,750	-	-	-	-	1,875	-	1,875	-	7,500
8592 Mental Health-SPED	-	-	-	-	-	-	-	-	-	-	-	35,408	-	35,408
8599 All Other State Revenues	-	-	-	-	-	-	-	-	201,019	-	-	108,241	-	309,261
Total 8300-8599 State Income	20,191	20,191	36,343	36,343	40,093	45,695	63,305	30,285	30,285	260,142	30,285	175,810	84,209	873,178
8600-8799 Local Income														
8660 Interest / Dividend Income	-	-	-	20,133	-	-	20,133	-	-	20,133	-	-	20,133	80,530
8670 Donations	-	-	-	-	1,400	1,400	700	700	700	700	700	700	-	7,000
8690 All Other Local Revenue	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	30,000
8698 Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 Fundraising	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	40,000
8999 Prior Year Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 8600-8799 Local Income	5,833	5,833	5,833	25,966	7,233	7,233	26,666	6,533	6,533	26,666	6,533	6,533	20,133	157,530
TOTAL INCOME	94,954	342,554	686,703	516,517	518,143	532,388	560,787	560,633	880,031	769,355	519,366	821,720	424,785	7,227,934
EXPENSE														
1000 Certificated Salaries														
1110 Teachers' Salaries	-	-	246,261	164,174	164,174	164,174	164,174	164,174	246,261	164,174	164,174	164,174	-	1,805,914
1170 Teacher Salaries - Substitute	-	-	8,448	5,632	5,632	5,632	5,632	5,632	8,448	5,632	5,632	5,632	-	61,950
1175 Teachers' Salaries - Stipend/Extra Duty	-	-	19	13	13	13	13	13	19	13	13	13	-	140
1200 Certificated Pupil Support Salaries	-	-	30,485	20,323	20,323	20,323	20,323	20,323	30,485	20,323	20,323	20,323	-	223,555
1300 Certificated Supervisor and Administrator Salaries	-	29,138	43,707	29,138	29,138	29,138	29,138	29,138	43,707	29,138	29,138	29,138	-	349,656
1900 Other Certificated Salaries	-	-	129,410	86,273	86,273	86,273	86,273	86,273	129,410	86,273	86,273	86,273	-	949,006
Total 1000 Certificated Salaries	-	29,138	458,330	305,553	305,553	305,553	305,553	305,553	458,330	305,553	305,553	305,553	-	3,390,221
2000 Classified Salaries														
2100 Instructional Aide Salaries	-	-	98,259	65,506	65,506	65,506	65,506	65,506	98,259	65,506	65,506	65,506	-	720,563
2200 Classified Support Salaries	-	4,542	6,813	4,542	4,542	4,542	4,542	4,542	6,813	4,542	4,542	4,542	-	54,504
2300 Classified Supervisor and Administrator Salaries	14,115	14,115	21,173	14,115	14,115	14,115	14,115	14,115	21,173	14,115	14,115	14,115	-	183,497
2400 Clerical/Technical/Office Staff Salaries	8,556	8,556	12,834	8,556	8,556	8,556	8,556	8,556	12,834	8,556	8,556	8,556	-	111,231
2900 Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 2000 Classified Salaries	22,671	27,213	139,079	92,719	92,719	92,719	92,719	92,719	139,079	92,719	92,719	92,719	-	1,069,795
3000 Employee Benefits														
3101 STRS - State Teachers Retirement System	-	5,565	80,538	53,692	53,692	53,692	53,692	53,692	80,538	53,692	53,692	105,049	-	647,532
3102 PERS - Public Employee Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI - Social Security	1,406	1,687	8,623	5,749	5,749	5,749	5,749	5,749	8,623	5,749	5,749	5,749	-	66,327
3331 MED - Medicare	329	817	8,662	5,775	5,775	5,775	5,775	5,775	8,662	5,775	5,775	5,775	-	64,670
3401 H&W - Health & Welfare	42,605	42,605	42,605	42,605	42,605	42,605	42,605	42,605	42,605	42,605	42,605	42,605	-	511,256
3501 SUJ - State Unemployment Insurance	1,019	1,019	1,019	1,019	1,019	1,019	1,019	1,019	1,019	1,019	1,019	1,019	-	12,230
3601 Worker Compensation	5,851	5,851	5,851	5,851	5,851	5,851	5,851	5,851	5,851	5,851	5,851	5,851	-	70,210
3901 403B	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	-	12,101
3902 Other Benefits	1,201	1,201	1,201	1,201	1,201	1,201	1,201	1,201	1,201	1,201	1,201	1,201	-	14,413
Total 3000 Employee Benefits	53,418	59,754	149,507	116,899	116,899	116,899	116,899	116,899	149,507	116,899	116,899	168,257	-	1,398,739

**SAN DIEGO COOPERATIVE CHARTER SCHOOL
CASH FLOW BY MONTH
FISCAL YEAR 2027-28**

	Forecast Jul-27	Forecast Aug-27	Forecast Sep-27	Forecast Oct-27	Forecast Nov-27	Forecast Dec-27	Forecast Jan-28	Forecast Feb-28	Forecast Mar-28	Forecast Apr-28	Forecast May-28	Forecast Jun-28	Accrual	2027-28 Total
4000 Books and Supplies														
4110 Approved Textbooks and Core Curriculum Materials	2,502	2,502	2,502	2,502	2,502	2,502	2,502	2,502	2,502	2,502	2,502	2,502	-	30,025
4210 Books and Other Reference Materials	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
4310 Student Materials	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	-	39,000
4350 Office Supplies	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	-	12,631
4390 Other Supplies	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	-	23,056
4410 Non Capitalized Equipment- Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4420 Non Capitalized Equipment- Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4700 Food and Food Supplies	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
Total 4000 Supplies	8,893	8,893	8,893	8,893	8,893	8,893	8,893	8,893	8,893	8,893	8,893	8,893	-	106,711
5000 Services and Other Operating Expenditures														
5100 Subagreements for Services	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000
5200 Travel and Conferences	197	197	197	197	197	197	197	197	197	197	197	197	-	2,368
5210 Professional Development	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	13,000
5300 Dues and Memberships	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	-	14,283
5450 General Insurance	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	3,115	-	37,382
5500 Operation and Housekeeping Services	1,241	1,241	1,241	1,241	1,241	1,241	1,241	1,241	1,241	1,241	1,241	1,241	-	14,888
5501 Operation and Housekeeping Services: Utilities	9,231	9,231	9,231	9,231	9,231	9,231	9,231	9,231	9,231	9,231	9,231	9,231	-	110,778
5610 Rent - Facilities / Buildings / Space	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000
5620 Equipment Lease	1,959	1,959	1,959	1,959	1,959	1,959	1,959	1,959	1,959	1,959	1,959	1,959	-	23,505
5630 Vendor Repairs	1,405	1,405	1,405	1,405	1,405	1,405	1,405	1,405	1,405	1,405	1,405	1,405	-	16,861
5812 Field Trips/Pupil Transportation	8,826	8,826	8,826	8,826	8,826	8,826	8,826	8,826	8,826	8,826	8,826	8,826	-	105,910
5820 Legal Fees	1,916	1,916	1,916	1,916	1,916	1,916	1,916	1,916	1,916	1,916	1,916	1,916	-	22,987
5825 Audit Fees	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	-	14,497
5830 Advertisement / Recruitment	167	167	167	167	167	167	167	167	167	167	167	167	-	2,000
5850 Non Instructional consultants	1,746	1,746	1,746	1,746	1,746	1,746	1,746	1,746	1,746	1,746	1,746	1,746	-	20,956
5851 Instructional consultants	26,827	26,827	26,827	26,827	26,827	26,827	26,827	26,827	26,827	26,827	26,827	26,827	-	321,921
5853 Back Office Support	8,984	8,984	8,984	8,984	8,984	8,984	8,984	8,984	8,984	8,984	8,984	8,984	-	107,810
5860 Software Licenses	7,760	7,760	7,760	7,760	7,760	7,760	7,760	7,760	7,760	7,760	7,760	7,760	-	93,121
5880 District Oversight Fee	14,861	14,861	14,861	14,861	14,861	14,861	14,861	14,861	14,861	14,861	14,861	14,861	-	178,329
5885 El Dorado Admin Fee	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	1,532	-	18,389
5890 Other Fees / Bank Charges /Credit Card Fees	2,487	2,487	2,487	2,487	2,487	2,487	2,487	2,487	2,487	2,487	2,487	2,487	-	29,840
5896 Special Ed Fair Share	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5897 Fundraising Cost	925	925	925	925	925	925	925	925	925	925	925	925	-	11,100
5900 Communications	1,777	1,777	1,777	1,777	1,777	1,777	1,777	1,777	1,777	1,777	1,777	1,777	-	21,329
Total 5000 Services and Other Operating Expenditures	100,105	100,105	100,105	100,105	100,105	100,105	100,105	100,105	100,105	100,105	100,105	100,105	-	1,201,256
6000 Capital Outlay														
6900 Depreciation Expense	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	30,000
Total 6000 Capital Outlay	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	30,000
TOTAL EXPENSE	187,587	227,602	858,412	626,669	626,669	626,669	626,669	626,669	858,412	626,669	626,669	678,026	-	7,196,722
NET INCOME (LOSS) - Contribution to Reserves (Monthly Operating Surplus/Deficit)	(92,633)	114,952	(171,709)	(110,152)	(108,526)	(94,281)	(65,882)	(66,036)	21,618	142,686	(107,303)	143,694	424,785	31,213
	Forecast Jul-27	Forecast Aug-27	Forecast Sep-27	Forecast Oct-27	Forecast Nov-27	Forecast Dec-27	Forecast Jan-28	Forecast Feb-28	Forecast Mar-28	Forecast Apr-28	Forecast May-28	Forecast Jun-28	Accrual	
Ending Cash Balance	4,753,696	4,868,648	4,696,939	4,586,787	4,478,261	4,383,980	4,318,098	4,252,062	4,273,680	4,416,366	4,309,063	4,452,757	4,877,542	



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June 18, 2024

Sarah Saluta
San Diego Co-Operative Charter School
7260 Linda Vista Road
San Diego, CA

RE: Eligibility for Renewal Notification – Delivered via e-mail

Dear Sarah,

Congratulations on your designation as a High Performing school! As your California Charter Schools Association (CCSA) Local Advocacy Representative, I am reaching out to affirm that San Diego Co-Operative Charter School has met the legal requirements to be eligible for a charter renewal from the San Diego Unified Board of Education.

In light of the California Department of Education's (CDE) March 2024 school performing categories list release, San Diego Co-Operative Charter School was classified as a *High Performing* school. Under the High Performing school category:

- The authorizer “shall not deny” renewal unless they make specific findings with 30 days’ notice and provide a reasonable opportunity to cure the violation. The renewal will be a 5- to 7-year term.

As a CCSA member partner, San Diego Co-Operative Charter School will continue to have access to CCSA’s robust renewal support and resources to ensure compliance with renewal standards leading up to and beyond the forthcoming public hearing and decision-making meetings. We are also able to share information about authorizers who have approved renewal terms of 6 and 7 years and the process those authorizers followed to make those decisions.

Please feel free to disseminate this letter to your authorizer and board members or have them contact me directly for further dialogue or assistance. My contact is acongo@ccsa.org or 619.742.6578.

Sincerely,

A handwritten signature in black ink, appearing to read "Arthur Congo". The signature is fluid and cursive, with the first name "Arthur" and the last name "Congo" clearly distinguishable.

Arthur Congo
Associate Director, Southern California Local Advocacy
California Charter Schools Association