

# San Diego Cooperative Charter

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

<b>School Name</b>	San Diego Cooperative Charter
<b>Street</b>	7260 Linda Vista Rd.
<b>City, State, Zip</b>	San Diego, CA 92111-6128
<b>Phone Number</b>	(858) 496-1613
<b>Principal</b>	Kathy Osterhout
<b>Email Address</b>	principal@sdccs.org
<b>School Website</b>	sdccs.org
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	37683386119168

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

San Diego Cooperative Charter School (SDCCS), situated in the Linda Vista neighborhood of San Diego, proudly serves approximately 455 students from TK to 8th grade. We recently completed the construction of a beautiful new building designed to support our hands-on, progressive, and developmentally informed approach to teaching and learning.

At SDCCS, we are deeply committed to diversity, equity, and inclusion in every aspect of our school community. We believe every child has the right to feel a sense of belonging, and we strive to cultivate a welcoming, safe, and supportive environment for all students and families. Grounded in a whole-child philosophy, we intentionally address each learner's intellectual, social, emotional, and physical needs. We recognize the essential role that families play in student success and value strong home-

## 2025-26 School Description and Mission Statement

school partnerships. Our educators are committed to ongoing professional development to ensure that we continue to provide every student with a high-quality, responsive, and engaging education.

**Mission:** The San Diego Cooperative Charter School fosters a progressive, developmentally based, child-centered community that promotes active and collaborative student learning, where the shared values of family, diversity, relationships, creativity, and academic excellence thrive.

**Vision:** We honor that which makes each child unique and promote the cognitive, imaginative, creative, social, emotional, and physical development of all students. To provide high-quality educational services, we have cultivated a supportive, cooperative community—a true collaboration among children, families, and school staff—where diversity is embraced and each individual's contributions are valued. This environment enhances the joy of learning and inspires discovery, creativity, and a lifelong love of learning.

Our instructional program employs differentiated methods to cater to the diverse needs of every learner, enabling students to make meaningful connections between the curriculum and the world around them. Knowledge of brain development, multiple intelligences, learning styles, and differentiated strategies informs instruction in all classrooms. Service learning and environmental stewardship are woven throughout the curriculum to foster empathy, responsibility, and a strong social ethic.

SDCCS teachers are highly skilled, reflective practitioners who are supported in refining their craft. We continuously monitor our progress and thoughtfully allocate resources to maximize student learning and exceed local and statewide expectations. Our constructivist pedagogy encourages students to develop a deep understanding through hands-on experiences, collaboration, and critical thinking. Students engage in a well-rounded program that includes Dance, Music, PE, Science, and Art, ensuring rich opportunities for creativity, expression, and exploration. We are committed to providing every child with equitable opportunities to thrive.

At SDCCS, we firmly believe that all students can succeed. Learning is collaborative, immersive, and connected to real-world experiences both inside and beyond the classroom. Collaboration, inquiry, empathy, and critical thinking remain at the heart of our work as we support each child in developing the confidence, curiosity, and skills needed for lifelong learning.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	45
Grade 2	39
Grade 3	50
Grade 4	50
Grade 5	50
Grade 6	53
Grade 7	51
Grade 8	49
<b>Total Enrollment</b>	<b>454</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.3
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	6.6
Black or African American	4.6
Filipino	2.6
Hispanic or Latino	39.6
Two or More Races	11.7
White	34.6
English Learners	10.8
Homeless	3.3
Socioeconomically Disadvantaged	50.7
Students with Disabilities	23.1

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

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.2	69.32	5336.6	88.47	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	66.9	1.11	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	9.09	219.2	3.64	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.5	2.27	219.2	3.63	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	4.2	19.32	189.7	3.15	15831.9	5.67
<b>Total Teaching Positions</b>	22	100	6031.8	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.5	75.2	5233.7	86.54	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	4.3	74.5	1.23	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.2	1.07	354.7	5.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4	17.19	221	3.65	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.5	2.23	163.6	2.71	14303.8	5.15
<b>Total Teaching Positions</b>	23.2	100	6047.7	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21	86.86	5239.1	86.81	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	91.1	1.51	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.1	0.74	293.4	4.86	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.3	5.48	201.9	3.35	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1.6	6.84	209.7	3.48	13705.8	4.91
<b>Total Teaching Positions</b>	24.2	100	6035.4	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	2.00	0.2	0.1
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	2.00	0.2	0.1

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.50	4	1.3
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.50	4	1.3

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.8	8	5.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	7.2	6.1

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Teachers create a curriculum that is appropriate and motivating for the group of students present in the class. The school teaches early literacy using Orton Gillingham OG. OG is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive approach to teaching literacy in reading, writing, and spelling. In addition to OG, SDCCS uses EL Literacy curriculum. The EL Education curriculum nurtures the genius in every child—including ELLs, economically disadvantaged students, students with disabilities, and advanced learners—with differentiated and inclusive opportunities to excel.

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

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

Year and month in which the data were collected

September 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Writers Workshop, Readers Workshop, Teacher's College, Lucy Calkins Units of Study, Nancy Atwell - In The Middle, Ralph Fletcher - Writers Workshop, The Essential Guide, Craft Lessons, Nonfiction Craft, Words Their Way, Nancy Atwell - The Reading Zone, Lessons That Change Writers Orton Gillingham Reading Instruction Everyday Reading (Secret Stories)	0
<b>Mathematics</b>	Illustrative Mathematics Jo Boaler - What's Math Got To Do With It? (she is a math Goddess!) John Van de Walle - Elementary and Middle school Math, Teaching Student Centered Math Marilyn Burns - About Teaching Math Math Solutions - Supplemental Units to support grade - specific units of study	0

	Marcy Cook . Sullivan and Lilburn Kathy Richardson Using The Five Practices in Mathematic Teaching	
<b>Science</b>	Mystery Science	0
<b>History-Social Science</b>		0
<b>Foreign Language</b>		0
<b>Health</b>	Second Step, MindUp, Responsive Classroom	0
<b>Visual and Performing Arts</b>		0

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements

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

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

<b>Year and month of the most recent FIT report</b>	11/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	42	42	52	54	47	48
<b>Mathematics</b> (grades 3-8 and 11)	34	37	41	42	35	37

### 2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	302	294	97.35	2.65	42.18
Female	142	137	96.48	3.52	47.45
Male	159	156	98.11	1.89	37.18
American Indian or Alaska Native	--	--	--	--	--
Asian	23	22	95.65	4.35	54.55
Black or African American	12	9	75.00	25.00	--
Filipino	11	11	100.00	0.00	45.45
Hispanic or Latino	119	118	99.16	0.84	26.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	35	35	100.00	0.00	42.86
White	101	98	97.03	2.97	58.16
English Learners	26	26	100.00	0.00	3.85
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	42	40	95.24	4.76	47.50
Socioeconomically Disadvantaged	110	103	93.64	6.36	25.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	95	93	97.89	2.11	29.03

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	302	294	97.35	2.65	37.07
<b>Female</b>	142	137	96.48	3.52	33.58
<b>Male</b>	159	156	98.11	1.89	39.74
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	23	22	95.65	4.35	50.00
<b>Black or African American</b>	12	9	75.00	25.00	--
<b>Filipino</b>	11	11	100.00	0.00	36.36
<b>Hispanic or Latino</b>	119	118	99.16	0.84	19.49
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	35	35	100.00	0.00	45.71
<b>White</b>	101	98	97.03	2.97	51.02
<b>English Learners</b>	26	26	100.00	0.00	7.69
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	42	40	95.24	4.76	30.00
<b>Socioeconomically Disadvantaged</b>	110	103	93.64	6.36	19.42
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	95	93	97.89	2.11	23.66

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	35.24	34.04	38.48	39.81	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	100	94	94.00	6.00	34.04
<b>Female</b>	43	40	93.02	6.98	30.00
<b>Male</b>	56	53	94.64	5.36	35.85
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	36	35	97.22	2.78	17.14
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	11	100.00	0.00	27.27
<b>White</b>	35	32	91.43	8.57	56.25
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	12	12	100.00	0.00	33.33
<b>Socioeconomically Disadvantaged</b>	39	36	92.31	7.69	13.89
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	32	28	87.50	12.50	21.43

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2024-25 California Physical Fitness Test Participation Rates

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

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

## C. Engagement

### State Priority: Parental Involvement

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

#### 2025-26 Opportunities for Parental Involvement

Parents and family members are encouraged and welcomed as active partners in their children's education. Research consistently shows that support at home is essential to a child's academic and social success. At SDCCS, there are many opportunities for families to engage in school life, including governance committees, special events, fundraisers, parent organizations, classroom support, and participation at the board level. Families also strengthen their child's learning by communicating clear expectations about school and fostering a positive learning environment at home.

As a parent cooperative, San Diego Cooperative Charter School thrives on meaningful parent participation. We value the deep commitment families bring to their children's education and honor the spirit of service that is foundational to our community. Volunteer opportunities are available in classrooms and across the school, and our volunteer coordinators ensure that every family has access to ways to serve, contribute, and feel connected to our shared educational mission.

Each August, families attend our annual orientation to learn about the wide variety of volunteer opportunities. Parents can also connect with the PSA volunteer team at any time, and information about engagement is regularly shared in classrooms and in the PSA newsletter. Throughout the school year, SDCCS offers parent trainings that highlight ways to participate, support learning, and better understand our educational practices. We also host monthly Community Coffees—informal gatherings where families can meet, ask questions, build connections, and enjoy a warm cup of coffee together. Participation is not simply about volunteering; it is about being part of the community that educates your child and becoming a valued partner in their educational journey.

Families are invited and encouraged to attend Board Meetings, PSA Meetings, and regular question-and-answer sessions with the school leadership team. The school also sends frequent newsletters to keep families informed about school-wide initiatives, classroom highlights, and strategies for supporting student learning at home.

If you would like to get involved, please get in touch with the Volunteer Coordinator at [volunteer@sdccs.org](mailto:volunteer@sdccs.org) for more information about current opportunities.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	481	468	23	4.9
Female	221	216	10	4.6
Male	259	251	13	5.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	2	6.7
Black or African American	24	24	3	12.5
Filipino	12	12	0	0.0
Hispanic or Latino	187	182	10	5.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	58	58	2	3.4
White	167	161	6	3.7
English Learners	51	49	2	4.1
Foster Youth	--	--	--	--
Homeless	20	19	2	10.5
Socioeconomically Disadvantaged	247	242	17	7.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	137	131	6	4.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.53	0.61	1.25	2.7	2.64	2.09	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.05	0.03	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.25	0.00
Female	0.90	0.00
Male	1.54	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.33	0.00
Black or African American	0.00	0.00
Filipino	8.33	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.40	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.73	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Campus safety is the school's top priority. SDCCS maintains a state-mandated Comprehensive School Safety Plan (CSSP), which is reviewed annually to ensure that all emergency procedures, safety protocols, and prevention strategies remain current and effective. Each fall, the CSSP is reviewed with staff and families at the School Site Council meeting, providing an opportunity for collaboration, feedback, and shared understanding of our safety practices. The updated CSSP is then formally approved at the December Board meeting. The plan includes procedures for emergency response, disaster preparedness, safe ingress and egress, mandated reporting, discipline and behavior policies, prevention of discrimination and harassment, and strategies to promote a safe and inclusive school climate. Staff and students participate in regular emergency preparedness drills, and the school collaborates closely with district safety specialists and community organizations to ensure alignment with best practices.

Principals, teachers, support staff, and community partners collaborate to promote the overall health and well-being of all students. Staff are trained annually in emergency procedures, child abuse reporting, and safety protocols, and they participate in ongoing training throughout the year to enhance their response capabilities. Students receive instruction on safety expectations, substance abuse prevention, and health education tailored to their developmental level. Adult supervision is provided before and after school, during recess and lunch, and throughout the instructional day to ensure safe movement and behavior across campus. Under the direction of the Principal or Site Administrator, school staff implement building-specific security procedures, disseminate safety information, and monitor compliance with all safety requirements. Families are encouraged to contact the school office or the Principal with any questions regarding school safety or the CSSP.

## D. Other SARC Information Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	0	0
1	22	0	2	0
2	20	1	1	0
3	23	0	2	0
4	26	0	2	0
5	24	0	2	0
6	11	22	5	0
Other	0	0	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	0	2	0
1	21	1	1	0
2	22	0	2	0
3	23	0	2	0
4	27	0	2	0
5	27	0	2	0
6	12	21	6	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	23		2	
2	20	2		
3	25		2	
4	25		2	
5	25		2	
6	9	31	4	

## 2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,708	\$3,394	\$11,314	\$61,304
District	N/A	N/A	\$14,172	\$104,898
Percent Difference - School Site and District	N/A	N/A	-22.4	-52.5
State	N/A	N/A	11,146	100,333
Percent Difference - School Site and State	N/A	N/A	1.5	-48.3

## Fiscal Year 2024-25 Types of Services Funded

The school’s general fund includes monies for:

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

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

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$58,609	\$60,863
<b>Mid-Range Teacher Salary</b>	\$89,057	\$93,575
<b>Highest Teacher Salary</b>	\$124,050	\$125,548
<b>Average Principal Salary (Elementary)</b>	\$167,903	\$157,645
<b>Average Principal Salary (Middle)</b>	\$173,464	\$165,341
<b>Average Principal Salary (High)</b>	\$190,021	\$182,580
<b>Superintendent Salary</b>	\$433,125	\$357,064
<b>Percent of Budget for Teacher Salaries</b>	33.05%	30.36%
<b>Percent of Budget for Administrative Salaries</b>	4.91%	4.88%

## Professional Development

At San Diego Cooperative Charter School, staff development is a foundational element of our educational philosophy. We believe that continuous learning for educators directly enhances academic growth, social-emotional development, and overall student success. Our teachers work collaboratively in teams to share ideas, refine instructional strategies, and support student learning across all grade levels and content areas. Professional development is prioritized for all staff, including teachers, instructional assistants, administrators, and special education case managers, to ensure a unified and well-supported instructional program.

Each year, staff and administrators collaborate to identify a school-wide professional development focus, while also setting individual growth goals. Throughout the year, teachers participate in school-based learning sessions that emphasize best practices, shared problem-solving, and instructional innovation. In addition to regular Professional Learning Community (PLC) meetings, teachers utilize early-release days for dedicated collaboration time, during which they analyze student work, plan instruction, and learn from one another. Staff are further supported through opportunities to attend external conferences, engage in peer observations, and collaborate with specialists beyond the school community, enriching their practice with diverse perspectives.

At SDCCS, teachers receive ongoing support through multiple avenues, including regular data reviews within their PLCs, targeted coaching, and access to a strong team-based culture that values collective expertise. The administration partners closely with staff to provide guidance, resources, and meaningful feedback, fostering an environment where professional growth is continuous and deeply connected to student outcomes. This commitment to educator development creates a dynamic, reflective, and collaborative learning community that benefits every student we serve.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	8	9