



# SCHOOL ACCOUNTABILITY REPORT CARD

Issued Spring 2006 for Academic Year 2004–05



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## San Diego Cooperative Charter School

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### What Is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about a school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Most of the data are from the 2004–05 school year or the two preceding years (2002–03 and 2003–04). Graduation, dropout, and fiscal data are from 2003–04. Single-year column headings in tables refer to the ending school year for that particular period. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines (see the California Department of Education Web site at [www.cde.ca.gov/ta/ac/sa/definitions05.asp](http://www.cde.ca.gov/ta/ac/sa/definitions05.asp)).

Additional copies of this SARC may be obtained from the school office or from the district's SARC Web site at [studata.sandi.net/research/sarcs/](http://studata.sandi.net/research/sarcs/).

### School Description and Mission Statement

The San Diego Cooperative Charter School opened in September 2002 by a group of dedicated parents and educators from a variety of professions and backgrounds. The school resides in newly remodeled classrooms in the Sixth Avenue Medical Building immediately adjacent to Balboa Park. Our classrooms are completely separate from the offices of other building tenants. Our school location allows our students to experience the rich resources of Balboa Park and downtown San Diego. Our school serves a diverse student population of over 300 students in Grades K–7 (2004–05 school year). We use a constructivist approach to learning which allows children to move from the unknown to the known with the guidance and support of their teachers. Students' daily instruction is provided by a group of dedicated and qualified teachers in small classes that are limited to 20 students per class at every grade level. Students at San Diego Cooperative Charter School also experience music, foreign language, and art instruction on a weekly basis.

Our mission statement: 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.

### Opportunities for Parent and Community Involvement

We are committed to communicating with and engaging parents as partners in their children's education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all constituencies within our community to assist us in the education of our students.

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by discussing their education expectations and creating a positive homework and learning environment.

We believe that with the coordinated support of parents, teachers, and the larger community, every child can become a skilled and confident learner. An essential element of our vision is the full participation of all the parents in our program. To be considered for admission to San Diego Cooperative Charter School, the parent of each student must enthusiastically agree to be an active participant in the school community by supporting their child's school work, attending regular parent meetings (four per year), attending conferences with their child's teacher (twice per year), and completing a school volunteer job that incorporates 54 hours of volunteer time per school year.

If you want to get involved, please contact Charlotte Deckhut at [office@sdccs.org](mailto:office@sdccs.org).

## DEMOGRAPHIC INFORMATION

### Student Enrollment – Grade Level

| Grade Level  | Enrollment on September 26, 2004 |
|--------------|----------------------------------|
| Kindergarten | 40                               |
| 1            | 40                               |
| 2            | 38                               |
| 3            | 39                               |
| 4            | 41                               |
| 5            | 38                               |
| 6            | 38                               |
| 7            | 40                               |
| TOTAL        | 314                              |

### Student Enrollment – Racial/Ethnic Group

| Racial/Ethnic Subgroup | Number of Students | Percent of Enrollment |
|------------------------|--------------------|-----------------------|
| African American       | 31                 | 9.9                   |
| Asian                  | 9                  | 2.9                   |
| Filipino               | 4                  | 1.3                   |
| Hispanic               | 76                 | 24.2                  |
| Indochinese            | 0                  | 0.0                   |
| Native American        | 3                  | 1.0                   |
| Pacific Islander       | 8                  | 2.5                   |
| White (Not Hispanic)   | 183                | 58.3                  |

## SCHOOL SAFETY AND CLIMATE FOR LEARNING

### School Safety Plan

Last Review/Update: August 15, 2005

Last Discussed with Staff: January 17, 2006

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan, which meets state requirements as described in California Education Code Section 35294 *et seq.* The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal (or site administrator), specific school building security procedures are implemented by staff. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing training and assistance.

### School Programs and Practices that Promote a Positive Learning Environment

At San Diego Cooperative Charter, we strive to create a school community where every person feels emotionally and physically safe. We have a Positive School Culture Task Force that meets every month to discuss and develop plans to maintain a positive school culture. We have identified monthly themes connected to our three guiding principles of student behavior: respect yourself, respect others, and respect your environment. Teachers incorporate these themes into the daily instruction throughout the month. Each theme culminates with a schoolwide celebration. We also have a full-time counselor who supports students with both individual and group counseling. Students are also encouraged to work within the school community to create a positive learning environment by participating in conflict-management training and, for some students, working as conflict managers with their peers.

### Suspensions and Expulsions

Rates of suspension and expulsion per 100 students are the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) enrollment for the given year, multiplied by 100. The district comparison rates reported are the expected rates for the school's enrollment and grade-level composition based on actual districtwide experience. Because suspension and expulsion rates vary greatly by grade level and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

|                                     | 2003   |          | 2004   |          | 2005   |          |
|-------------------------------------|--------|----------|--------|----------|--------|----------|
|                                     | School | District | School | District | School | District |
| Suspensions (number)                | 4      | 13,157   | 5      | 12,174   | 11     | 14,101   |
| Suspensions (rate per 100 students) | 1.77   | 3.03     | 1.86   | 4.17     | 3.50   | 7.19     |
| Expulsions (number)                 | 0      | 354      | 0      | 429      | 0      | 545      |
| Expulsions (rate per 100 students)  | 0.00   | <0.05    | 0.00   | 0.08     | 0.00   | 0.21     |

### Attendance

Percentage Actual Attendance indicates the total number of days students attended divided by the total number of days students were enrolled, multiplied by 100.

|                              | 2003  | 2004  | 2005  |
|------------------------------|-------|-------|-------|
| Percentage Actual Attendance | 93.16 | 94.27 | 94.56 |

## SCHOOL FACILITIES

### School Facility Conditions – General Information

San Diego Cooperative Charter School currently resides in newly remodeled classrooms in the Sixth Avenue Medical Building. Our classrooms are completely separate from the other tenants in the building. Classroom space varies considerably depending on the grade level. Our kindergarten classrooms are the most spacious, allowing ample opportunities for the children to work and play in a variety of configurations within their classroom. The property management of the building is responsible for the exterior areas of the school and all building maintenance. All classrooms and school restrooms are cleaned daily by a custodial crew hired specifically for the school.

### School Facility Conditions – Results of Inspection and Evaluation

The following table reports physical conditions that pose a threat to the health and safety of pupils or staff while at school and does not include any cosmetic or nonessential repairs. Additional information about the condition of the school’s facilities is available in the school’s *Interim Evaluation Instrument*, which can be obtained at the school. Providing safe and well-maintained schools is a top priority for our district.

Inspection Date:

| Part Evaluated                                  | In Good Repair |    | Deficiency and Remedial Actions Taken or Planned |
|---|----------------|----|--|
|   | Yes            | No |  |
| Gas leaks                                       |                |    |  |
| Mechanical systems                              |                |    |  |
| Windows/doors/gates (interior and exterior)     |                |    |  |
| Interior surfaces (walls, floors, and ceilings) |                |    |  |
| Hazardous materials (interior and exterior)     |                |    |  |
| Structural Damage                               |                |    |  |
| Fire Safety                                     |                |    |  |
| Electrical (interior and exterior)              |                |    |  |
| Pest/vermin infestation                         |                |    |  |
| Drinking fountains (inside and out)             |                |    |  |
| Restrooms                                       |                |    |  |
| Sewer   |                |    |  |
| Playground/school grounds                       |                |    |  |
| Other   |                |    |  |

Data Not Available

## ACADEMIC DATA

### Standardized Testing and Reporting (STAR)

Through the California STAR Program, students in Grades 2–11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). To protect student privacy, “—” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category. Data for migrant education services are not available.

#### California Standards Tests (CST)

The CST tests English language arts and mathematics (Grades 2–11), science (Grades 5, 9, 10, and 11), and history-social science (Grades 8, 10, and 11). The CST shows how well students are doing in relation to state content standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Statewide data are rounded to the nearest percentage point. Detailed information regarding CST and CAPA results for each grade, proficiency level, and subgroup can be found at the California Department of Education (CDE) Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

Percentage of students achieving the Proficient or Advanced levels (meeting or exceeding state standards):

**CST – English Language Arts**

| Grade Level | School |      |      | District |      |      | State |      |      |
|-------------|--------|------|------|----------|------|------|-------|------|------|
|             | 2003   | 2004 | 2005 | 2003     | 2004 | 2005 | 2003  | 2004 | 2005 |
| 2           | 51.0   | 42.4 | 43.2 | 40.1     | 39.2 | 45.3 | 36    | 35   | 42   |
| 3           | 35.5   | 38.6 | 39.4 | 35.6     | 33.5 | 34.5 | 33    | 30   | 31   |
| 4           | 74.4   | 56.3 | 56.8 | 40.1     | 41.2 | 51.0 | 39    | 39   | 47   |
| 5           | 63.2   | 67.6 | 56.8 | 34.4     | 41.5 | 45.0 | 36    | 40   | 43   |
| 6           |        | 54.1 | 71.1 | 35.8     | 34.7 | 39.9 | 36    | 36   | 38   |
| 7           |        |      | 67.6 | 33.9     | 35.9 | 41.9 | 36    | 36   | 43   |

**CST – Mathematics**

| Grade Level | School |      |      | District |      |      | State |      |      |
|-------------|--------|------|------|----------|------|------|-------|------|------|
|             | 2003   | 2004 | 2005 | 2003     | 2004 | 2005 | 2003  | 2004 | 2005 |
| 2           | 68.6   | 57.6 | 61.1 | 50.0     | 52.1 | 61.2 | 53    | 51   | 56   |
| 3           | 36.7   | 43.2 | 34.3 | 44.9     | 51.0 | 57.2 | 46    | 48   | 54   |
| 4           | 37.2   | 37.5 | 16.7 | 39.4     | 43.5 | 51.6 | 45    | 45   | 50   |
| 5           | 44.7   | 24.3 | 40.5 | 27.7     | 32.8 | 44.9 | 35    | 38   | 44   |
| 6           |        | 27.0 | 47.4 | 31.2     | 32.1 | 41.6 | 34    | 35   | 40   |
| 7           |        |      | 38.9 | 28.4     | 32.4 | 35.8 | 30    | 33   | 37   |

**CST – Science**

| Grade Level | School |      |      | District |      |      | State |      |      |
|-------------|--------|------|------|----------|------|------|-------|------|------|
|             | 2003   | 2004 | 2005 | 2003     | 2004 | 2005 | 2003  | 2004 | 2005 |
| 5           |        | 54.1 | 45.9 |          | 21.8 | 28.5 |       | 24   | 28   |

**2005 CST Subgroups – English Language Arts**

| Grade Level | Gender |        | English Learner |      | Economically Disadvantaged |      | Students with Disabilities |      |
|-------------|--------|--------|-----------------|------|----------------------------|------|----------------------------|------|
|             | Male   | Female | Yes             | No   | Yes                        | No   | Yes                        | No   |
| 2           | 31.3   | 52.4   |                 | 43.2 |                            | 46.9 |                            | 44.4 |
| 3           | 30.8   | 45.0   | —               | 41.9 |                            | 44.0 |                            | 42.9 |
| 4           | 52.4   | 62.5   | —               | 60.0 |                            | 51.7 |                            | 58.8 |
| 5           | 52.6   | 61.1   |                 | 56.8 | 9.1                        | 76.9 |                            | 62.1 |
| 6           | 72.2   | 70.0   | —               | 73.0 |                            | 71.9 |                            | 82.8 |
| 7           | 58.8   | 75.0   | —               | 69.4 |                            | 66.7 |                            | 71.9 |

**2005 CST Subgroups – Mathematics**

| Grade Level | Gender |        | English Learner |      | Economically Disadvantaged |      | Students with Disabilities |      |
|-------------|--------|--------|-----------------|------|----------------------------|------|----------------------------|------|
|             | Male   | Female | Yes             | No   | Yes                        | No   | Yes                        | No   |
| 2           | 43.8   | 75.0   |                 | 61.1 |                            | 64.5 |                            | 62.9 |
| 3           | 28.6   | 38.1   | —               | 37.5 |                            | 40.0 |                            | 36.7 |
| 4           | 20.0   | 12.5   | —               | 17.1 |                            | 17.9 |                            | 18.2 |
| 5           | 42.1   | 38.9   |                 | 40.5 | 0.0                        | 57.7 |                            | 48.3 |
| 6           | 38.9   | 55.0   | —               | 48.6 |                            | 50.0 |                            | 58.6 |
| 7           | 43.8   | 35.0   | —               | 40.0 |                            | 44.4 |                            | 41.9 |

**2005 CST Subgroups – Science**

| Grade Level | Gender |        | English Learner |      | Economically Disadvantaged |      | Students with Disabilities |      |
|-------------|--------|--------|-----------------|------|----------------------------|------|----------------------------|------|
|             | Male   | Female | Yes             | No   | Yes                        | No   | Yes                        | No   |
| 5           | 52.6   | 38.9   |                 | 45.9 | 27.3                       | 53.8 |                            | 51.7 |

**2005 CST Racial/Ethnic Groups – English Language Arts**

| Grade Level | African American | Asian | Filipino | Hispanic | Indochinese | Native American | Pacific Islander | White (Not Hispanic) |
|-------------|------------------|-------|----------|----------|-------------|-----------------|------------------|----------------------|
| 2           | —                | —     | —        | —        |             | —               | —                | 47.4                 |
| 3           | —                | —     |          | —        |             | —               | —                | 52.4                 |
| 4           | —                | —     |          | 42.9     |             | —               | —                | 73.7                 |
| 5           | —                | —     |          | —        |             | —               | —                | 65.0                 |
| 6           | —                | —     | —        | —        |             | —               | —                | 68.2                 |
| 7           | —                | —     | —        | —        |             | —               | —                | 75.0                 |

**2005 CST Racial/Ethnic Groups – Mathematics**

| Grade Level | African American | Asian | Filipino | Hispanic | Indochinese | Native American | Pacific Islander | White (Not Hispanic) |
|-------------|------------------|-------|----------|----------|-------------|-----------------|------------------|----------------------|
| 2           | —                | —     | —        | —        | —           | —               | —                | 77.8                 |
| 3           | —                | —     | —        | —        | —           | —               | —                | 42.9                 |
| 4           | —                | —     | —        | 7.7      | —           | —               | —                | 10.5                 |
| 5           | —                | —     | —        | —        | —           | —               | —                | 50.0                 |
| 6           | —                | —     | —        | —        | —           | —               | —                | 36.4                 |
| 7           | —                | —     | —        | —        | —           | —               | —                | 50.0                 |

**2005 CST Racial/Ethnic Groups – Science**

| Grade Level | African American | Asian | Filipino | Hispanic | Indochinese | Native American | Pacific Islander | White (Not Hispanic) |
|-------------|------------------|-------|----------|----------|-------------|-----------------|------------------|----------------------|
| 5           | —                | —     | —        | —        | —           | —               | —                | 60.0                 |

**Norm-Referenced Test (NRT)**

Prior to 2005, the California Achievement Test, Sixth Edition (CAT/6), the norm-referenced test (NRT) currently adopted by the State Board of Education, tested reading, language arts, and mathematics in Grades 2–11, spelling in Grades 2–8, and science in Grades 9–11. Beginning in 2005, the NRT tests reading, language arts, mathematics, and spelling in Grades 3 and 7 only and no longer test science in any grade. Only reading and mathematics data are required to be reported in the SARC. Detailed information for language arts and spelling, as well as subgroup performance for all tests, can be found at the CDE Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

The following tables show the percent of students at each grade level scoring at or above the 50<sup>th</sup> percentile (the national average) on the reading and mathematics portions of the CAT/6:

**NRT – Reading**

| Grade Level | School |      |      | District |      |      | State |      |      |
|-------------|--------|------|------|----------|------|------|-------|------|------|
|             | 2003   | 2004 | 2005 | 2003     | 2004 | 2005 | 2003  | 2004 | 2005 |
| 3           | 53.3   | 45.5 | 61.8 | 35.9     | 36.4 | 37.5 | 34    | 35   | 36   |
| 7           | —      | —    | 67.6 | 44.8     | 44.2 | 44.6 | 45    | 45   | 46   |

**NRT – Mathematics**

| Grade Level | School |      |      | District |      |      | State |      |      |
|-------------|--------|------|------|----------|------|------|-------|------|------|
|             | 2003   | 2004 | 2005 | 2003     | 2004 | 2005 | 2003  | 2004 | 2005 |
| 3           | 50.0   | 54.5 | 54.3 | 53.8     | 56.8 | 58.1 | 52    | 53   | 54   |
| 7           | —      | —    | 56.8 | 44.4     | 46.3 | 47.2 | 46    | 47   | 49   |

**2005 NRT Subgroups – Reading**

| Grade Level | Gender |        | English Learner |      | Economically Disadvantaged |      | Students with Disabilities |      |
|-------------|--------|--------|-----------------|------|----------------------------|------|----------------------------|------|
|             | Male   | Female | Yes             | No   | Yes                        | No   | Yes                        | No   |
| 3           | 35.7   | 80.0   | —               | 64.5 | —                          | 75.0 | —                          | 65.5 |
| 7           | 64.7   | 70.0   | —               | 69.4 | —                          | 66.7 | —                          | 68.8 |

**2005 NRT Subgroups – Mathematics**

| Grade Level | Gender |        | English Learner |      | Economically Disadvantaged |      | Students with Disabilities |      |
|-------------|--------|--------|-----------------|------|----------------------------|------|----------------------------|------|
|             | Male   | Female | Yes             | No   | Yes                        | No   | Yes                        | No   |
| 3           | 42.9   | 61.9   | —               | 59.4 | —                          | 60.0 | —                          | 56.7 |
| 7           | 47.1   | 65.0   | —               | 58.3 | —                          | 63.0 | —                          | 62.5 |

**2005 NRT Racial/Ethnic Groups – Reading**

| Grade Level | African American | Asian | Filipino | Hispanic | Indochinese | Native American | Pacific Islander | White (Not Hispanic) |
|-------------|------------------|-------|----------|----------|-------------|-----------------|------------------|----------------------|
| 3           | —                | —     | —        | —        | —           | —               | —                | 85.0                 |
| 7           | —                | —     | —        | —        | —           | —               | —                | 79.2                 |

**2005 NRT Racial/Ethnic Groups – Mathematics**

| Grade Level | African American | Asian | Filipino | Hispanic | Indochinese | Native American | Pacific Islander | White (Not Hispanic) |
|-------------|------------------|-------|----------|----------|-------------|-----------------|------------------|----------------------|
| 3           | —                | —     | —        | —        | —           | —               | —                | 66.7                 |
| 7           | —                | —     | —        | —        | —           | —               | —                | 66.7                 |

## 2005 California Physical Fitness Test

Data reported are the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in Grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

| Grade Level | School |      |        | District |      |        | State |      |        |
|-------------|--------|------|--------|----------|------|--------|-------|------|--------|
|             | Total  | Male | Female | Total    | Male | Female | Total | Male | Female |
| 5           | 26.5   | 27.8 | 25.0   | 23.4     | 21.4 | 25.3   | 24.5  | 22.3 | 26.7   |
| 7           | 36.1   | 37.5 | 35.0   | 24.9     | 23.0 | 26.8   | 28.8  | 26.8 | 30.9   |

## Academic Performance Index (API)

The Academic Performance Index (API), the cornerstone of California's accountability system, measures the academic performance and growth of schools. The index, ranging from 200 to 1000, indicates a school's performance. The statewide API goal for all schools is 800. Scores that were at or above this target are indicated by a "#" in the following three tables. Annual interim targets are set for each school. API scores are calculated on the basis of state standards-based and norm-referenced tests.

**Growth Targets:** The annual growth target for a school is five percent of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets equal to 80 percent of the school's target are set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percentage Tested:** To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in Grades 2–8 on STAR. High schools must test at least 90 percent of their students in Grades 9–11 on STAR.

**Statewide Decile Rank:** Schools receiving a base API score are ranked in 10 equal-sized groups (deciles) from 1 (lowest) to 10 (highest), by type of school (elementary, middle, or high school).

**Similar Schools Decile Rank:** This is a comparison of each school with 100 other schools with the most similar demographic characteristics. Each school is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to the schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed, current information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/) or by speaking with the school principal.

### API – Schoolwide

|                             | API Base Data |      |      |                    | API Growth Data |              |              |
|-----------------------------|---------------|------|------|--------------------|-----------------|--------------|--------------|
|                             | 2002          | 2003 | 2004 |                    | 2002 to 2003    | 2003 to 2004 | 2004 to 2005 |
| Percentage Tested           |               | 99   | 99   | Percentage Tested  | 99              | 99           | 100          |
| Base API Score              |               | 799  | 774  | API (Growth) Score | 802             | 777          | 771          |
| Growth Target               |               | 1    | 1    | Actual Growth      |                 | -22          | -3           |
| Statewide Decile Rank       |               | 8    | 7    |                    |                 |              |              |
| Similar Schools Decile Rank |               | 7    | 1    |                    |                 |              |              |

### API Subgroups – Racial/Ethnic Groups

Data are only reported for numerically significant subgroups, those consisting of at least 50 pupils with valid test scores and constituting at least 15 percent of a school's total population of pupils with valid test scores.

|                                     | API Base Data |      |      |                                     | API Growth Data   |                   |                   |
|-------------------------------------|---------------|------|------|-------------------------------------|-------------------|-------------------|-------------------|
|                                     | 2002          | 2003 | 2004 |                                     | From 2002 to 2003 | From 2003 to 2004 | From 2004 to 2005 |
| <b>African American</b>             |               |      |      | <b>African American</b>             |                   |                   |                   |
| Base API Score                      |               |      |      | Growth API Score                    |                   |                   |                   |
| Growth Target                       |               |      |      | Actual Growth                       |                   |                   |                   |
| <b>Asian (includes Indochinese)</b> |               |      |      | <b>Asian (includes Indochinese)</b> |                   |                   |                   |
| Base API Score                      |               |      |      | Growth API Score                    |                   |                   |                   |
| Growth Target                       |               |      |      | Actual Growth                       |                   |                   |                   |
| <b>Filipino</b>                     |               |      |      | <b>Filipino</b>                     |                   |                   |                   |
| Base API Score                      |               |      |      | Growth API Score                    |                   |                   |                   |
| Growth Target                       |               |      |      | Actual Growth                       |                   |                   |                   |
| <b>Hispanic</b>                     |               |      |      | <b>Hispanic</b>                     |                   | 712               | 719               |
| Base API Score                      |               |      |      | Growth API Score                    |                   |                   |                   |
| Growth Target                       |               |      |      | Actual Growth                       |                   |                   |                   |
| <b>Native American</b>              |               |      |      | <b>Native American</b>              |                   |                   |                   |
| Base API Score                      |               |      |      | Growth API Score                    |                   |                   |                   |
| Growth Target                       |               |      |      | Actual Growth                       |                   |                   |                   |
| <b>Pacific Islander</b>             |               |      |      | <b>Pacific Islander</b>             |                   |                   |                   |
| Base API Score                      |               |      |      | Growth API Score                    |                   |                   |                   |
| Growth Target                       |               |      |      | Actual Growth                       |                   |                   |                   |
| <b>White (Not Hispanic)</b>         |               |      |      | <b>White (Not Hispanic)</b>         |                   |                   |                   |
| Base API Score                      |               | 821  | 809  | Growth API Score                    | 827               | 812               | 812               |
| Growth Target                       |               | #    | #    | Actual Growth                       |                   | -9                | 3                 |

## API Subgroups – Socioeconomically Disadvantaged

|                | API Base Data |      |      |                  | API Growth Data   |                   |                   |
|----------------|---------------|------|------|------------------|-------------------|-------------------|-------------------|
|                | 2002          | 2003 | 2004 |                  | From 2002 to 2003 | From 2003 to 2004 | From 2004 to 2005 |
| Base API Score |               |      |      | Growth API Score |                   | 663               |                   |
| Growth Target  |               |      |      | Actual Growth    |                   |                   |                   |

### State Award and Intervention Programs

Although the California Education Code currently includes state intervention and awards programs, the programs were not funded for the period addressed by this report.

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state’s standards-based assessments
- Requirement 2: Percent proficient on the state’s standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or “safe harbor” criteria are used. Detailed information about AYP can be found at the CDE Web site at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/) or by speaking with the school principal.

In the following table, a “Yes” for overall AYP status indicates that AYP was met for all students and all subgroups, that exception criteria were met, or that an appeal of the school or district’s AYP status was approved. Additional data by subgroup show whether each group of students in the school and district made the annual measurable objectives for percent proficient or above and the participation rate required under AYP. School data are only reported for numerically significant subgroups.

| Subgroups                       | School     |            |           | District   |            |           |
|---------------------------------|------------|------------|-----------|------------|------------|-----------|
|                                 | 2003       | 2004       | 2005      | 2003       | 2004       | 2005      |
| Schoolwide                      | Yes        | Yes        | Yes       | Yes        | Yes        | Yes       |
| African American                |            |            |           | Yes        | Yes        | Yes       |
| Asian (includes IndoChinese)    |            |            |           | Yes        | Yes        | Yes       |
| Filipino                        |            |            |           | Yes        | Yes        | Yes       |
| Hispanic                        |            |            | No        | Yes        | Yes        | Yes       |
| Native American                 |            |            |           | Yes        | Yes        | Yes       |
| Pacific Islander                |            |            |           | Yes        | Yes        | Yes       |
| White (Not Hispanic)            | Yes        | Yes        | Yes       | Yes        | Yes        | Yes       |
| English Learners                |            |            |           | Yes        | Yes        | No        |
| Socioeconomically Disadvantaged |            |            | Yes       | Yes        | Yes        | Yes       |
| Students With Disabilities      |            |            |           | Yes        | Yes        | No        |
| <b>All Subgroups (Overall)</b>  | <b>Yes</b> | <b>Yes</b> | <b>No</b> | <b>Yes</b> | <b>Yes</b> | <b>No</b> |

### Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the CDE Web site at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/) or by speaking with the school principal.

|  | School | District |
|--|--------|----------|
| Year Identified for Program Improvement                  |        | —        |
| Year in Program Improvement                              |        | —        |
| Year Exited Program Improvement                          |        | —        |
| Number of Schools Currently in Program Improvement       | —      | 38       |
| Percentage of Schools Identified for Program Improvement | —      | 21.1     |

## SCHOOL COMPLETION (SECONDARY SCHOOLS)

**SECTION DOES NOT APPLY TO THIS SCHOOL**

## CLASS SIZE

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each class size category, by grade level, as reported for CBEDS.

| Grade Level | 2003            |                      |       | 2004 |                 |                      | 2005  |     |                 |                      |       |     |
|-------------|-----------------|----------------------|-------|------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|             | Avg. Class Size | Number of Classrooms |       |      | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|             |                 | 1-20                 | 21-32 | 33+  |                 | 1-20                 | 21-32 | 33+ |                 | 1-20                 | 21-32 | 33+ |
| K           | 20.0            | 2                    |       | 20.0 | 2               |                      | 20.0  | 2   |                 |                      |       |     |
| 1           | 19.5            | 2                    |       | 19.0 | 2               |                      | 20.0  | 2   |                 |                      |       |     |
| 2           | 15.5            | 2                    |       | 20.0 | 2               |                      | 20.0  | 2   |                 |                      |       |     |
| 3           | 16.0            | 1                    |       | 18.5 | 2               |                      | 20.0  | 2   |                 |                      |       |     |
| 4           | 14.0            | 4                    |       | 19.0 | 1               |                      | 20.0  | 2   |                 |                      |       |     |
| 5           | 18.7            | 3                    |       | 18.5 | 2               |                      | 18.5  | 2   |                 |                      |       |     |
| 6           |                 |                      |       | 20.0 | 2               |                      | 19.5  | 2   |                 |                      |       |     |
| K-3         |                 |                      |       |      |                 |                      |       |     |                 |                      |       |     |
| 3-4         |                 |                      |       | 19.0 | 1               |                      |       |     |                 |                      |       |     |
| 4-8         |                 |                      |       |      |                 |                      |       |     |                 |                      |       |     |
| Other       |                 |                      |       |      |                 |                      |       |     |                 |                      |       |     |

### Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and Grades 1-3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percentage of students at each grade level in the school who are in a reduced-size class.

| Grade Level | Percentage of Pupils |        |        |
|-------------|----------------------|--------|--------|
|             | 2003                 | 2004   | 2005   |
| K           | 100.00               | 100.00 | 100.00 |
| 1           | 100.00               | 100.00 | 100.00 |
| 2           | 100.00               | 100.00 | 100.00 |
| 3           | 100.00               | 100.00 | 100.00 |

## TEACHER AND STAFF INFORMATION

### Core Academic Courses Taught by NCLB-Compliant Teachers (2005)

The NCLB Act requires all teachers teaching in core academic subjects to be "highly qualified" no later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject-matter competence for each core subject to be taught by the teacher.

For a school, the data reported are the percentage of a school's classes in core subject areas taught by NCLB-compliant teachers. For the district, the data reported are the percentage of all classes in core subject areas taught by NCLB-compliant teachers in all schools, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

|                                  | Percentage of Classes in Core Academic Subjects Taught by NCLB-Compliant Teachers |
|----------------------------------|---|
| This School                      | 37.5  |
| All Schools in District          | 55.7  |
| High-Poverty Schools in District | 42.7  |
| Low-Poverty Schools in District  | 79.2  |

## Teacher Credentials

Data reported are the number of classroom teachers at the school in each category, as reported for CBEDS. All classroom teachers, part-time and full-time, are counted equally. If a teacher works at two schools, s/he is counted only at one school.

|  | 2003      | 2004      | 2005      |
|--|-----------|-----------|-----------|
| <b>Total Number of Teachers</b>  | <b>14</b> | <b>14</b> | <b>17</b> |
| Full credential and teaching in subject area                                   | 14        | 14        | 16        |
| Full credential but teaching outside subject area                              | 0         | 0         | 1         |
| Alternative Route to Certification (district and university internship)        | 0         | 0         | 0         |
| Pre-Internship   | 0         | 0         | 0         |
| Emergency Permits (no credential or internship but meets minimum requirements) | 0         | 0         | 0         |
| Waiver (no credential and no emergency permit)                                 | 0         | 0         | 0         |

## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners. For 2006, the most currently available data are reported.

|  | 2004 | 2005 | 2006 |
|--|------|------|------|
| Misassignments of Teachers of English Learners | 0    | 0    | 0    |
| Total Teacher Misassignments                   | 0    | 0    | 0    |

## Teacher Education Level (2005)

Data reported are the percentage of teachers by education level, as reported for CBEDS.

|  | School | District |
|--|--------|----------|
| Doctorate  | 0.0    | 0.9      |
| Master's degree plus 30 or more semester hours   | 0.0    | 0.3      |
| Master's degree                                  | 35.3   | 50.0     |
| Bachelor's degree plus 30 or more semester hours | 0.0    | 1.2      |
| Bachelor's degree                                | 64.7   | 47.2     |
| Less than bachelor's degree                      | 0.0    | 0.4      |

## Vacant Teacher Positions

Data reported are the number of teaching positions (long-term vacancies) for which there was no teacher assigned by the 20<sup>th</sup> school day of each semester. For 2006, the most currently available data are reported.

|  | 2004       |            | 2005       |            | 2006       |            |
|--|------------|------------|------------|------------|------------|------------|
|  | Semester 1 | Semester 2 | Semester 1 | Semester 2 | Semester 1 | Semester 2 |
| Number of teaching positions (long-term vacancies) for which there was no teacher assigned by the 20 <sup>th</sup> school day of the semester. | 0          | 0          | 0          | 0          | 0          | 0          |

## Teacher Evaluations

School site administrators (principal and vice principals) formally evaluate tenured teachers every two years based on guidelines set forth in the California Education Code and the teachers' contract. Temporary and probationary teachers are evaluated annually in a similar manner. Site administrators visit classrooms frequently to observe teachers' instructional practice.

Evaluation criteria for classroom teachers include:

- Progress of pupils toward established standards
- Instructional techniques and strategies
- Adherence to curricular objectives
- Establishment and maintenance of a suitable learning environment
- Performance of non-instructional duties and responsibilities, including supervisory and advisory duties

Evaluation results are shared with the teacher and are forwarded to the school's assistant superintendent for review. All evaluations are confidential and kept in the district's personnel file for that teacher.

Permanent teachers who receive an overall evaluation of unsatisfactory in subject-matter knowledge, teaching strategies, and teaching methods participate in the district's Peer Assistance and Review (PAR) program. As program participants, they are assigned a consulting teacher to help them improve their teaching practice. The consulting teacher observes the teacher in the classroom, provides written feedback, demonstrates teaching strategies or accompanies the teacher to demonstrations in other classrooms, and provides other support as appropriate.

Teachers at San Diego Cooperative Charter are evaluated by the principal. Each teacher identifies professional goals and a leadership project for the academic year. Teachers are encouraged to grow professionally by taking on leadership roles and constantly reflecting upon their practice. Teacher evaluations are based on California standards for the teaching profession. Progress toward standards is measured by both classroom observations conducted by the principal and the individual teacher's self-assessment.

## Substitute Teachers

The district has a pool of almost 3,000 substitute teachers available for assignment when a classroom teacher is absent. It has an aggressive campaign to hire additional qualified substitutes to ensure that a qualified pool is available to cover all illnesses and absences of teachers attending professional development. This campaign includes an online application process available any time and working with principals to identify members of their school community who qualify to substitute.

We try to place substitute teachers according to their areas of expertise, although by state law credentialed teachers may substitute at any grade level and in any subject.

## Counselors and Other Support Staff (2005)

Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who works 100 percent of full time. Two staff persons who each work 50 percent of full time also equal one FTE.

| Position                           | FTE |
|------------------------------------|-----|
| Counselor                          | 1.0 |
| Librarian                          | 0.0 |
| Psychologist                       | 0.2 |
| Social Worker                      | 0.0 |
| Nurse                              | 0.0 |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist (Non-Teaching) | 1.0 |

## Academic Counselors (2005)

District-level counselors are not included in this count. Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who works 100 percent of full time. Two staff persons who each work 50 percent of full time also equal one FTE.

| Number of Academic Counselors | Students per Academic Counselor |
|-------------------------------|---------------------------------|
| 0.00                          | N/A                             |

# INSTRUCTION AND CURRICULUM

San Diego City Schools' Office of the Deputy Superintendent organizes all district efforts to improve student achievement by supporting teaching and learning in the classroom. Since 1998, the district has introduced a series of initiatives directed toward providing all students with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.

## School Instruction and Leadership

Instruction and instructional leadership are at the heart of the district's achievement efforts. Through the Office of the Deputy Superintendent, assistant superintendents train, coach, support, and evaluate principals. Assistant superintendents provide professional development for principals in a variety of ways (for example, monthly instructional conferences, study groups, and frequent school visits to provide coaching for individual principals). The principals, in turn, provide support to teachers at their site through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations.

In fall 2005, Dr. Wendy Ranck-Buhr was selected as the new principal to lead our staff of 17 classroom teachers. Dr. Ranck-Buhr brings over 20 years of educational expertise to our school site. She has served as a classroom teacher at all levels, from pre-school to the university level, and has served as an administrator at both the site and district level. Dr. Ranck-Buhr is firmly committed to involving all members of the school community in the decision-making process. She holds informal gatherings for parents and formal staff meetings twice a month each.

The school is governed by a Board of Directors made up of parents and community members. The Board of the San Diego Cooperative Charter meets on the third Wednesday of every month and welcomes public attendance at all meetings.

The instructional program at San Diego Cooperative Charter focuses on a constructivist approach. Constructivism is an uncommon term for a common and well-respected education philosophy. Constructivism refers to the fact that as children (and adults) learn, they construct their understanding of a fact or concept based on knowledge they already hold. Therefore, if you are explaining a dictionary to a first grader, it helps if they have knowledge of the sequence of letters in the alphabet. All knowledge builds on prior knowledge. This fact directs teachers to take as their first task an understanding of the experience and knowledge of the children in their class. If you to teach someone, it helps to know what he or she already knows.

The second guiding principle of constructivist curriculum design is that students are more likely to learn when they are engaged in the subject. The job of the teacher is to plan lessons in such a way that every student's learning style is taken into account. One child may be engaged by reading stories about westward expansion, whereas another may be excited about drawing maps of explorers' routes. Teacher who know their students' learning styles and interests are going to be better able to design learning experiences that address the needs of all students in their class. If you want to teach someone, it is helpful to know how she or he learns.

The third principle has been simplified into the phrase "learn by doing." It refers to the fact that is easier to learn how to do something when the learner is able to try to do that thing. In other words, it is easier to learn to use a ruler to measure when you have a ruler and something to measure, than when you listen to someone describing measuring, watch a video about measuring, or do a workbook page about measuring. It's even better when the measurements are going to be used for something.

These are the three basic principles that underlie our classroom activities. Our curriculum content is based on California grade-level content standards. Due to our unique, individualized instructional program, we do not have separate programs such as Gifted and Talented Education (GATE). Students with Individualized Educational Plans are served both in the classroom and by support teachers, such as our resource specialist and speech and language specialist.

Student progress toward standards is measured daily through on-going assessments conducted by classroom teachers. Student progress is monitored on a trimester basis using a developmentally based report card. Students also keep portfolios of their work from year to year.

### Professional Development

Through the district’s educational strategies, the Instruction and Curriculum Division has engaged teachers and administrators in ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, social science, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Each year, principals identify a schoolwide professional development focus, as well as determine areas of individual need. Throughout the year, principals conduct large and small group staff conferences and coach teachers at the school site to improve instructional practice.

Teachers in the district participated in a total of three mandatory staff development days in each of the last four school years. These days focus primarily on school-based professional learning in relation to site needs.

Teachers participate in both on- and off-site professional development. We employ a part-time mentor teacher to support teachers in the classroom, and teachers also have opportunities to attend off-site conferences at both local and national levels.

### Quality and Currency of Textbooks and Instructional Materials

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides sufficient textbooks for all students in the subject areas of reading/language arts, science, history/social science, and mathematics. In addition, sufficient materials are provided in world language and health, and equipment is available in science laboratory courses, in Grades 9–12.

In 2004–05, teachers and students in elementary schools, Grades K–6, continued using standards-based instructional materials in mathematics, reading/language arts, history/social science, and science. They also continued to use previously adopted materials in health.

In 2004–05, teachers and students in middle level schools continued using recently adopted, standards-based materials in mathematics, history/social science, reading/language arts, and science.

### Availability of Sufficient Textbooks and Instructional Materials

At a public hearing, the Board of Education annually adopts a resolution certifying that the district has provided each pupil, including English learners, textbooks or instructional materials, or both, to use in class and to take home to complete any required homework assignments. The Board also ensures that these materials are consistent with the content and cycles of the curriculum frameworks adopted by the state board in the core curriculum areas. For students enrolled in foreign language or health courses, the district also provides sufficient textbooks and/or instructional materials.

| Core Curriculum Areas   | Availability of Textbooks/Materials  |
|---|--|
| Reading/Language Arts<br>Mathematics<br>Science<br>History/Social Science<br>Foreign Language<br>Health<br>Science Laboratory Equipment (Grades 9–12) | Every student is provided with sufficient standards-aligned textbooks and/or other instructional materials in reading/language arts, mathematics, science, history/social science, foreign language, and health. The adopted textbooks for these subjects are listed in the following table. Science laboratory equipment is available to students enrolled in laboratory science courses. |

### List of Textbooks and Instructional Materials Used in Core Subject Areas (2005)

All textbooks and instructional materials come from state or local board lists.

| Subject Area               | Grade Level | District Course (for secondary courses) | Instructional Material or Textbook   | Adoption Year |
|----------------------------|-------------|---|--|---------------|
| <b>Elementary School</b>   |             |   |  |               |
| English Language Arts      | K–6         |   | Houghton Mifflin, A Legacy of Literacy   | 2002–03       |
| Health                     | K–3         |   | Wright Group/McGraw-Hill, Primary Health Kits  | 1997–98       |
| Health                     | 4–6         |   | Young People’s Press, Health: Lessons In Character Kits  | 1997–98       |
| Mathematics                | K–6         |   | Harcourt School Publishers, Harcourt Math  | 2002–03       |
| Science                    | K–5         |   | Harcourt School Publishers, Harcourt Science   | 2000–01       |
| Science                    | 6           |   | Holt, Rinehart, and Winston, Holt Science and Technology: Earth Science (with Foss Kits 1995–96) | 2003–04       |
| History/Social Science     | K–6         |   | Macmillan McGraw-Hill, Adventures in Time & Place  | 1999–00       |
| <b>Middle Level School</b> |             |   |  |               |
| English Language Arts      | 6–8         | English 6th–8th                         | Prentice Hall School Division, Prentice Hall Literature: Timeless Voices. Timeless Themes        | 2002–03       |
| Health                     | 6–8         | Health Education 6th–8th                | AGS, Discover: Skills for Life   | 1991–92       |
| Mathematics                | 7           | Pre-Algebra 7th                         | Prentice Hall, Pre-Algebra, California Ed.   | 2002–03       |
| Mathematics                | 8           | Advanced Algebra 1,2                    | Glencoe, Algebra 1, California Ed.   | 1998–99       |
| Mathematics                | 8           | Algebra 1–2                             | McDougal, Littell, Algebra 1   | 1999–00       |
| Science                    | 6           | Science 6th                             | Holt, HST Earth Science (with Our Dynamic Planet Kits)   | 2003–04       |

| Subject Area           | Grade Level | District Course<br>(for secondary courses) | Instructional Material or Textbook                  | Adoption Year |
|------------------------|-------------|--|---|---------------|
| Science                | 7           | Science 7th                                | Holt, HST Life Science (with SALI Kits)             | 2003–04       |
| Science                | 8           | Science 8th                                | Holt, HST Physical Science (with CIPS Kits)         | 2003–04       |
| English Lang Dev       | 6–8         | ESL 1–2                                    | Hampton, High Point Level A & The Basics            | 2003–04       |
| English Lang Dev       | 6–8         | ESL 3–4                                    | Hampton, High Point Level B                         | 2003–04       |
| English Lang Dev       | 6–8         | ESL 5–6                                    | Hampton, High Point Level C                         | 2003–04       |
| World Language         | 7–8         | French 1–2                                 | Glencoe, Bon Voyage 1                               | 2001–02       |
| World Language         | 8           | French 3–4                                 | Glencoe, Bon Voyage 1                               | 2002–03       |
| World Language         | 7–8         | German 1–2                                 | EMC, Deutsch Aktuell 1                              | 2001–02       |
| World Language         | 8           | German 3–4                                 | EMC, Deutsch Aktuell 2                              | 2001–02       |
| World Language         | 7–8         | Japanese 1–2                               | Cheng & Tsui Co., Adventures in Japanese, Level 1   | 2004–05       |
| World Language         | 8           | Japanese 3–4                               | Bess, Nihongo 2                                     | 1997–98       |
| World Language         | 7–8         | Spanish 1–2                                | McDougal, Littell, ¡En Español 1!                   | 2001–02       |
| World Language         | 8           | Spanish 3–4                                | McDougal, Littell, ¡En Español 2!                   | 2002–03       |
| History/Social Science | 6           | Social Studies 6th                         | Macmillan McGraw-Hill, Adventures in Time and Place | 2000–01       |
| History/Social Science | 7           | Social Studies 7th                         | Houghton Mifflin, Across the Centuries              | 2000–01       |
| History/Social Science | 8           | U.S. History 8th                           | Prentice Hall, America: History of our Nation       | 2000–01       |
| History/Social Science | 8           | U.S. History 8th                           | Addison Wesley, Why We Remember                     | 2000–01       |

Note: Adoptions prior to school year 1999–2000 are "pre-standards" (these textbooks and/or materials were adopted before content standards and standards-based materials were adopted by the State Board of Education).

### Instructional Minutes (2005)

The California Education Code establishes a set number of instructional minutes per year for each grade level. The table below shows the number of instructional minutes offered compared to the state requirement.

| Grade Level | Instructional Minutes |          |
|-------------|-----------------------|----------|
|             | Offered               | Required |
| K           | 60,720                | 36,000   |
| 1           | 57,020                | 50,400   |
| 2           | 57,020                | 50,400   |
| 3           | 57,020                | 50,400   |
| 4           | 57,020                | 54,000   |
| 5           | 57,020                | 54,000   |
| 6           | 57,020                | 54,000   |
| 7           | 57,020                | 54,000   |

### Minimum Days in School Year

In 2004–05, San Diego Cooperative had 49 minimum or shortened days for students. The extra time on these days was used for staff development, parent conferences, and teacher planning.

## POST-SECONDARY PREPARATION (SECONDARY SCHOOLS)

**SECTION DOES NOT APPLY TO THIS SCHOOL**

## FISCAL AND EXPENDITURE DATA

### Teacher and Administrative Salaries (Fiscal Year 2003–04)

Data reported are the district average salaries for teachers, principals, and superintendent, compared to the statewide average for districts of the same type and size, as defined by Education Code Section 41409. Data are also reported for teacher and administrative salaries as a percent of the district's budget. Detailed information regarding salaries may be found at the CDE Web site at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/) and [www.cde.ca.gov/ta/ac/sa/salaries0304.asp](http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp).

|  | District  | Statewide Average<br>For Districts of Same Type |
|--|-----------|---|
| Beginning Teacher Salary                           | \$34,517  | \$37,061  |
| Mid-Range Teacher Salary                           | \$52,449  | \$58,294  |
| Highest Teacher Salary                             | \$70,179  | \$72,876  |
| Average Principal Salary (Elementary School Level) | \$95,239  | \$94,471  |
| Average Principal Salary (Middle School Level)     | \$97,718  | \$98,940  |
| Average Principal Salary (High School Level)       | \$109,642 | \$107,418                                       |
| Superintendent Salary                              | \$199,500 | \$179,061                                       |
| Percentage of Budget for Teachers' Salaries        | 37.8      | 41.4  |
| Percentage of Budget for Administrative Salaries   | 4.6       | 5.1   |

## District Expenditures (Fiscal Year 2003–04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/).

| District        |                       | Statewide Average: All Districts in Same Category |  |
|-----------------|-----------------------|---|--|
| Total dollars   | Dollars/student (ADA) | Dollars/student (ADA)                             | Statewide Average: All Districts Dollars/student (ADA) |
| \$1,011,344,859 | \$8,156               | \$6,987   | \$6,919  |

## Types of Services Funded

The district'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
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low-achieving students
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.