

# Cope Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Cope Middle School
<b>Street</b>	1000 West Cypress Avenue
<b>City, State, Zip</b>	Redlands, CA 92373
<b>Phone Number</b>	(909) 307-5420
<b>Principal</b>	Stephanie Lock
<b>Email Address</b>	stephanie_lock@redlands.k12.ca.us
<b>School Website</b>	<a href="https://www.redlandsusd.net/cope">https://www.redlandsusd.net/cope</a>
<b>County-District-School (CDS) Code</b>	36-67843-6059422

## 2022-23 District Contact Information

<b>District Name</b>	Redlands Unified School District
<b>Phone Number</b>	(909) 307-5300
<b>Superintendent</b>	Mauricio Arellano
<b>Email Address</b>	mauricio_arellano@redlands.k12.ca.us
<b>District Website Address</b>	www.redlands.k12.ca.us

## 2022-23 School Overview

Mission statement: We the members of the Cope community, students, parents, and staff together are committed to mutual respect, critical thinking, and problem solving through participation in our own education, demonstration of our own work ethic, and pursuit of our own personal potential.

Cope will continue to focus on building a positive campus culture, implementing schoolwide AVID strategies, increasing student literacy, providing safe schools, and writing across the curriculum. We will also continue to improve the availability and implementation of technology across campus, as well as focusing on improving the overall campus facilities through various modernization projects.

School Summary: Cope Middle School is one of four middle schools in the Redlands Unified School District. Approximately 1,300 sixth, seventh and eighth grade students attend Cope Middle School on a modified traditional 180-day calendar. The majority of students walk to school or are transported by their parents, and some students from distances beyond a two-mile radius are bussed from communities including Redlands, Loma Linda, and areas of San Bernardino. In addition to the rigorous academic offerings available here at Cope, our campus offers a wide variety of activities, clubs, and programs in which students can become involved. An award winning performing arts program, including instrumental music, chorus, and theater, provide meaningful connections for students, as well as many opportunities for community involvement. Students can become involved in clubs such as Drama Club, Math Club, Chess Club, ESports Club, Adalente, the Black Student Union, or can participate in student leadership activities such as ASB and WEB. Students also have the opportunity to participate in AVID, Yearbook, Journalism, Digital Storytelling, Advanced Art, Advanced Theater, CSTEM, and honors classes in English, Math, and Science. Cope offers a four-sport afterschool sports program where students can tryout and compete in soccer, basketball, volleyball, and softball as part of the RUSD Redlands Student Connection League, where students also compete against the other RUSD middle schools. During lunch, students can also participate in intramural sports. Before and after school, Cope also offers Extended Learning Opportunity (ELO) programs to support students through enrichment and academic support classes.

Cope Middle School's faculty, staff, students and parents nurture the intellectual, physical, emotional, and moral capacities of each student to the fullest extent possible. This commitment guides our students so that each student can benefit with continued schooling and a successful and productive future. Our staff has committed to developing a positive campus culture built on the foundation of SOAR - Safe, Organized, Accountable, and Respectful - to foster school wide expectations and

## 2022-23 School Overview

positive reinforcements. Cope students are provided programs that empower them to grow academically and socially within a safe environment and students are encouraged to involve themselves with extracurricular activities in order to further connect with the Cope Community. Cope Middle School encourages students to be self-advocates who take risks and become active participants in their own learning, focusing on their future college and career choices. The focus of each staff member is to engage fully each student within a positive learning environment focused on high quality thinking and rigorous meaning-centered curriculum in an articulated instructional program.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	424
Grade 7	442
Grade 8	421
<b>Total Enrollment</b>	<b>1,287</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.1
Asian	10.7
Black or African American	6.8
Filipino	4.2
Hispanic or Latino	48.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.5
White	23.1
English Learners	8.0
Foster Youth	0.3
Homeless	11.4
Migrant	0.0
Socioeconomically Disadvantaged	59.8
Students with Disabilities	14.6

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	44.30	77.50	832.10	85.87	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.70	0.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.10	5.52	35.20	3.63	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.60	2.80	29.80	3.08	12115.80	4.41
<b>Unknown</b>	8.10	14.16	65.10	6.72	18854.30	6.86
<b>Total Teaching Positions</b>	57.20	100.00	969.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.10	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>3.10</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.80	
Local Assignment Options	0.80	
<b>Total Out-of-Field Teachers</b>	<b>1.60</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.70	
<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)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The California State Board of Education reviews textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection, and to pilot the textbook programs for a period of time in their classrooms with their students. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. Copies of student books are available at the Instructional Resource Center for parent review. Both programs feature a variety of instructional materials and technology to enhance the instructional program for our students. Sufficient textbooks are available for all students regardless of English proficiency or disability.

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Collections-Grade 6 Houghton Mifflin Harcourt (2015)  Collections-Grade 7 Houghton Mifflin Harcourt (2015)  Collections-Grade 8 Houghton Mifflin Harcourt (2015)	Yes	0%
<b>Mathematics</b>	Carnegie Learning Math Series: Course 1 [Sixth] Carnegie Learning (2017)  Carnegie Learning Math Series: Course 2 [Seventh] Carnegie Learning (2017)  Carnegie Learning Math Series: Course 3 [Eighth] Carnegie Learning (2017)  *Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.	No	0%
<b>Science</b>	California Inspire Science: Grade 6 McGraw Hill (2020)  California Inspire Science: Grade 7 McGraw Hill (2020)  California Inspire Science: Grade 8 McGraw Hill (2020)  *The 6-8 materials in use are aligned to the state's previous science standards, not the New Next Generation Science Standards; however the district is currently evaluating options for new sciences materials for adoption prior to the 2022-23 school year.	No	0%
<b>History-Social Science</b>	Ancient World History Discovery Ed (2018)	No	0%

	Medieval and Early Modern World History Discovery Ed (2018)  United States History Discovery Ed (2018)  *Change to NO- Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.		
<b>Visual and Performing Arts</b>	N/A		0%

### School Facility Conditions and Planned Improvements

Built in 1956, Cope Middle School has 48 permanent classrooms and 18 relocatable classrooms. The governing board has adopted maintenance and cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at [www.redlands.k12.ca.us](http://www.redlands.k12.ca.us). The Assistant Principal works regularly with the custodial staff to develop cleaning schedules to ensure a clean and safe school, and students and staff work hard to keep the campus clean and safe. The school facilities are inspected weekly, and needed repairs are submitted to the District to ensure rooms and buildings are all adequately prepared to meet the needs of students. Ongoing facilities upgrades include repair to buildings and walkways, installation of windows in doors and storage rooms, upgraded office and classroom air conditioning, painting additional campus murals, providing additional student seating and covered areas, and completing campus watering systems and vegetation in the campus planters.

The school's network allows every classroom access to the Internet and email, which supports the students' use of Google Chromebooks in all classrooms. All core subject classrooms have computer carts with 35 Chromebooks with internet access that students may utilize on a daily basis. New desktop all-in-one computers were purchased for all of the classrooms in 2021, and all classrooms have been equipped with a Newline Board for class projection and further integrated technology for presentations, web casting, and file sharing.

The four portables located at the east end of campus (P46, P47, P48, and P49) were removed and replaced with four new structures during the 2021-2022 school year. This project included ADA upgrades to campus access ramps and several restrooms as well. The library was further upgraded to include a digital presentation system with two built in large screen monitors, sound system, and control system, and the second circulation desk in the library was updated to complete the overall library remodeling project. The Counseling Office was restructured to accommodate a student sitting area, and a wall was redesigned to create greater visibility for overall student safety. The AVID program moved to the new portables to create a large space for a Fitness Room for PE. The Lecture Hall is being modernized to create a new media and performance space for the Performing Arts Department. When Choir moves to this new space, an indoor PE Mat Room will also be created.

**Year and month of the most recent FIT report**

July 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Inspected monthly
<b>Interior:</b> Interior Surfaces	X			Inspected monthly
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Facility is inspected monthly.
<b>Electrical</b>	X			Inspected monthly
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Inspected monthly
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Inspected monthly



### School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X		inspected monthly, observations are done daily as well
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		inspected monthly, observations are done daily as well

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	53	N/A	51	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	34	N/A	35	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1282	1252	97.66	2.34	52.96
<b>Female</b>	631	616	97.62	2.38	56.01
<b>Male</b>	650	635	97.69	2.31	49.92
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	127	126	99.21	0.79	77.78
<b>Black or African American</b>	89	86	96.63	3.37	39.53
<b>Filipino</b>	54	54	100.00	0.00	72.22
<b>Hispanic or Latino</b>	624	607	97.28	2.72	42.67
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	87	84	96.55	3.45	53.57
<b>White</b>	294	288	97.96	2.04	64.24
<b>English Learners</b>	88	85	96.59	3.41	14.12
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	132	129	97.73	2.27	45.74
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	800	776	97.00	3.00	42.65
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	190	177	93.16	6.84	17.51

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1282	1248	97.35	2.65	34.40
<b>Female</b>	630	612	97.14	2.86	31.86
<b>Male</b>	651	635	97.54	2.46	36.91
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	127	126	99.21	0.79	60.32
<b>Black or African American</b>	89	86	96.63	3.37	19.77
<b>Filipino</b>	54	54	100.00	0.00	55.56
<b>Hispanic or Latino</b>	624	603	96.63	3.37	22.92
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	87	84	96.55	3.45	40.48
<b>White</b>	294	288	97.96	2.04	46.53
<b>English Learners</b>	88	85	96.59	3.41	7.06
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	132	129	97.73	2.27	26.36
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	800	773	96.63	3.37	23.83
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	190	176	92.63	7.37	7.95

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	37.8	NT	32.27	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	419	410	97.85	2.15	37.8
<b>Female</b>	209	203	97.13	2.87	41.87
<b>Male</b>	209	206	98.56	1.44	33.5
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	42	42	100	0	66.67
<b>Black or African American</b>	30	28	93.33	6.67	21.43
<b>Filipino</b>	18	18	100	0	44.44
<b>Hispanic or Latino</b>	203	197	97.04	2.96	25.89
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	21	21	100	0	42.86
<b>White</b>	104	103	99.04	0.96	51.46
<b>English Learners</b>	26	25	96.15	3.85	8
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	52	52	100	0	32.69
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	250	244	97.6	2.4	26.23
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	52	50	96.15	3.85	12

## 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.

#### 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97%	98%	98%	96%	99%

## 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.

#### 2022-23 Opportunities for Parental Involvement

Parent involvement is an ongoing priority for Cope Middle School and there are multiple opportunities for parents to be both informed and involved with school activities. Our school website is a link for parents to stay informed of activities and events occurring at Cope Middle School. The website has an updated calendar of events for the entire year and the Student Bulletin is posted daily as a resource to keep parents and students informed. Cope utilizes the Aeries Parent Portal, which allows parents access to their students' report card grades, attendance, and emergency contact information from their home computer. Most teachers also manage their gradebooks and assignments on Aeries Parent Portal, thus allowing parents current information regarding their students' academic performance. Cope regularly uses Instagram, Twitter, and Minga to communicate about upcoming events, deadlines, and reminders to numerous parent and student followers. Additionally, Parent Square (Aeries Communication) is used regularly to send emails, texts, and phone calls to parents and students informing them of important dates, school-related information, and reminders. Parents are also surveyed for their input on topics such as campus culture, school safety, upcoming event ideas, and changes/upgrades to facilities. The Assistant Principals also solicit parent input as part of the site Safety Committee, School Site Council, and other committees as deemed necessary through the use of Parent Square and Google Forms.

Cope has an active PTSA that is routinely involved in serving and supporting a variety of activities at the school. The PTSA, in conjunction with school administration, also hosts a variety of Parent Education Nights throughout the school year, and PTSA supports Cope through various fundraisers such as the dine out meal nights and spirit wear purchases. Cope's ELL parents attend evening meetings with the site ELL Coordinator, focusing on specific topics related to ongoing concerns and effective ways to be involved in the academic, social and emotional life of their children while attending middle school. The Cope School Site Council also meets monthly to review and focus on the school's mission as well as to guide the expending of categorical site funds, and the Cope African American Parent Advisory Council meets monthly to engage in communication about how to best support African American students and families. Parents are encouraged and solicited to be a part of any and all of the aforementioned parent involvement opportunities.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	1397	1361	367	27.0
<b>Female</b>	681	663	175	26.4
<b>Male</b>	715	697	192	27.5
<b>American Indian or Alaska Native</b>	1	1	0	0.0
<b>Asian</b>	143	139	12	8.6
<b>Black or African American</b>	102	94	32	34.0
<b>Filipino</b>	56	56	7	12.5
<b>Hispanic or Latino</b>	680	664	226	34.0
<b>Native Hawaiian or Pacific Islander</b>	6	5	1	20.0
<b>Two or More Races</b>	90	88	18	20.5
<b>White</b>	318	313	71	22.7
<b>English Learners</b>	121	114	35	30.7
<b>Foster Youth</b>	5	5	0	0.0
<b>Homeless</b>	158	150	49	32.7
<b>Socioeconomically Disadvantaged</b>	889	865	291	33.6
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	226	219	95	43.4

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.59	2.61	2.45
Expulsions	0.07	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.29	8.23	0.22	3.67	0.20	3.17
Expulsions	0.00	0.36	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.23	0.36
Female	7.64	0.44
Male	8.81	0.28
American Indian or Alaska Native	0.00	0.00
Asian	1.40	0.70
Black or African American	20.59	0.00
Filipino	1.79	0.00
Hispanic or Latino	8.68	0.29
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.00	0.00
White	7.23	0.63
English Learners	6.61	0.83
Foster Youth	0.00	0.00
Homeless	6.33	0.00
Socioeconomically Disadvantaged	10.12	0.45
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.16	0.88

## 2022-23 School Safety Plan

Cope Middle School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted in August of each school year and is reflective of the school's safety needs. The key components of Cope's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse and bullying reporting procedures, dangerous pupil notification, and disaster response procedures.

To ensure student safety before school and during both lunches, campus monitors, teachers, counselors, and administrators supervise the school grounds, including the bus drop-off/pick-up area, cafeteria, and quad area. Student drop-off and pick-up traffic patterns in the front parking lot provide safer student entrance to and exit from the campus. During the school day all entrance areas to the school are locked. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless in possession of a visitor's pass. Parents and other visitors must provide ID and check-in through the office via the Raptor system and are not allowed on campus during the school day, except with pre-approval. All staff members wear visible identification when on campus to ensure a safe environment, and to assist in the easy identification of non-staff members. After school, teachers, campus monitors, counselors, and administrators supervise the areas until all students have left the campus for home. Throughout the campus, cones and retractable dividers help provide directional access for students to certain areas on the campus as well. The Assistant Principal meets with the School Safety Committee quarterly to review the campus infrastructure, facilities and safety materials/equipment needs, and to determine the overall and ongoing safety needs for Cope Middle School.

Classroom Emergency Backpacks and supplies are updated annually and the schoolwide supplies located in the land/sea container are also replenished and replaced annually. Land/sea containers also hold the water bottles and snacks which are replenished yearly with site and PTSA funds/support. Posted throughout the campus are "See Something, Say Something" posters as well as Sprigeo posters for anonymous reporting of bullying or safety-related issues. To support the overall school safety and a positive campus culture, Cope Middle School has implemented a Positive Behavior Intervention System, SOAR. SOAR stands for Safe, Organized, Accountable, and Respectful, and has been established on campus under the direction of Cope's Climate and Culture Committee consisting of teachers, counselors, safety personnel, and administrators. Campus banners and classroom posters promote SOAR classroom expectations, online expectations, and on campus expectations throughout the campus, and continuous reminders are shared with students through the daily bulletin, Instagram, Twitter, Google Classroom, and Minga. Students are rewarded with "SOAR Bucks" for exhibiting positive SOAR behavior, and a SOAR Store has been established for students to "spend" their SOAR Bucks as desired.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	14	16	10
Mathematics	24	11	19	8
Science	28	5	17	11
Social Science	30	3	13	15

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	13	17	8
Mathematics	29	11	14	9
Science	28	4	19	8
Social Science	26	6	20	7

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	19	20	3
Mathematics	23	16	14	7
Science	27	7	18	7
Social Science	26	8	17	8

## 2021-22 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	429

## 2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$7190.78	\$1263.35	\$5927.43	\$78,626.04
District	N/A	N/A	\$7211.11	\$88,816
Percent Difference - School Site and District	N/A	N/A	-19.5	-12.2
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-10.6	-11.7

## 2021-22 Types of Services Funded

In 2022-2023, Cope received approximately \$516,590.00 in special funds for supplementary educational programs. This included funds from our School Improvement Plan, Music Education, Instructional Media, Title One, Character Education, and the General Fund, which provides funding for supplies, furniture, equipment, instructional materials, curriculum support, intervention materials and support, Extended Learning Opportunities, and personnel support.

Cope Middle School provides a well-rounded articulated program for our students. The sixth grade staff members work in teams so students have one teacher for two subjects, such as Math/Science, and another for Language Arts/Social Studies. Team teachers coordinate their programs in order for students to have the best opportunity to achieve in all subjects. To further student success, teachers have developed a special program of exploratory classes for sixth graders focused on college/career exploration and math/English intervention. The reading intervention course in the 6th grade includes reading comprehension, evaluation of different reading materials, and computer skills, and the math intervention course utilizes targeted online and in-class student instruction. Students who do not require additional intervention participate in the other exploratory classes with the ability to enroll in four different classes during the year, since each is a quarter in length. Instrumental music and choir classes are scheduled at the same time as the exploratory classes, so students enrolled in music do not miss any core curriculum instruction. All students also participate in one period of PE per day.

In grades seven and eight, advanced classes are offered in the subject areas of English, Science, and Math. The math curriculum includes all strands, including calculators and computers as part of the instructional program. History/social studies uses group discussions and exposure to controversial issues, and students are encouraged to apply the principles of history to their daily lives. The physical education program incorporates health, lifelong wellness and well being through student fitness, and students participate in a variety of sports and recreational activities. The English/language arts curriculum emphasizes reading skills, grammar, writing and listening. The existing literature books are utilized for instruction and the library is a tremendous resource for research. Science continues to utilize hands-on activities for instruction, with a large funded budget for science laboratory materials, which enables students to expand on higher-level thinking skills. Writing is an integral part of all of the academic subjects, as Cope emphasizes that students are able to read and write, utilizing academic vocabulary, in each discipline of study. Students also participate in a variety of exploratory/elective classes such as ASB, WEB, Digital Storytelling, Theater, Art, College and Career Exploration, C-STEM Coding and Robotics, Newspaper, and Yearbook.

To assist students outside of the classroom with academic needs, teachers are available for extra support. Math Tutoring is offered after school and the Extended Learning Opportunity Program (ELOP) provides academic support and enrichment classes before and after school. Cope also offers ASES, an after school program to provide enrichment activities and additional tutoring as well. Afterschool transportation is provided to ensure all students have access to all programs.

Based on the District's LCAP goals and Cope's School Plan for Student Achievement, the following goals are areas of focus for the 2022-2023 school year:

- Provide all students with equitable access to programs within a positive and safe learning environment.

\* Provide students with a high quality standards-based instructional program utilizing tiered supports to ensure all students achieve at high levels.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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>	\$51,965	\$54,370
<b>Mid-Range Teacher Salary</b>	\$82,615	\$82,681
<b>Highest Teacher Salary</b>	\$109,075	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$133,996	\$135,283
<b>Average Principal Salary (Middle)</b>	\$143,214	\$141,244
<b>Average Principal Salary (High)</b>	\$155,485	\$152,955
<b>Superintendent Salary</b>	\$260,000	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	35%	33%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

Cope staff is committed to continuing their professional growth as educators. Yearly buy-back and monthly staff professional days have been used to improve skills in technology, set school and department-wide goals, review and practice disaster preparedness, establish and implement PBIS, learn and incorporate AVID strategies, and to coordinate grade and subject level curriculum. With Distance Learning being the primary method of instruction for 2020-2021, an increased focus on technology was emphasized and during the 2021-2022 school year, professional development was focused on campus safety procedures/policies, implementation of technology, SPED policies/instruction/support, ELD strategies and support, UDL understanding and implementation, and related classroom curriculum/technology support. For 2022-2023, the focus of professional development is focused on Equity and Excellence in Academics, with an emphasis on the standards and inclusive practices with regard to reading/writing across the curriculum. The site AB86 Teachers support departments by reemphasizing the use of the scope and sequence and District-adopted curriculum, developing standards-based lessons, utilizing AVID strategies, inclusive practices in all classrooms, identification of students in need of intervention, and using intentional student collaboration and interaction.

Typically, on-site professional development topics are presented, discussed, and implemented at monthly staff meetings, at monthly professional development meetings, and throughout the year on planned minimum days. Teachers also integrate the professional development topics into their various department meetings and one day a year is dedicated to a full-day professional development in conjunction with the other three middle schools. Professional development has been provided by outside presenters, expert teachers or counselors, and administrators in a variety of formats from large group instruction to small breakout groups, similar to a conference format. Teachers are supported by offering follow-up support/training, as well as regular discussions/reminders through their various meetings and collaboration times in departments, and the master schedule is built to allow for common department and/or grade level planning periods for ongoing collaboration as well.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	10	10