

# Cope Middle School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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, 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 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).

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	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>	Dr. Stephanie Lock
<b>Email Address</b>	stephanie_lock@redlands.k12.ca.us
<b>Website</b>	<a href="http://cope.redlandsusd.net/">http://cope.redlandsusd.net/</a>
<b>County-District-School (CDS) Code</b>	36-67843-6059422

Entity	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>Website</b>	www.redlands.k12.ca.us

### School Description and Mission Statement (School Year 2019-20)

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 will guide our students so that each can profit by continued schooling and ultimately lead a fulfilling and productive life in our society. Our staff has committed to developing a positive campus culture built on the foundation of SOAR - Safe, Organized, Accountable, and Respectful - which will be expanded this upcoming year to provide additional opportunities for connection thorough student expectations and activities, as well as staff and community collaboration. Our students are provided programs that empower them to grow academically and socially within a safe environment. 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 in high quality thinking, rigorous meaning-centered curriculum in an articulated instructional program. School Summary: Cope Middle School is one of four middle schools in the Redlands Unified School District. Approximately 1,360 sixth, seventh and eighth grade students attend school at Cope on a modified traditional 180 day calendar. These students are bussed from distances beyond a two-mile radius 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, Breakfast Bible Club, or Ski and Snowboarding Club, and can also join Running Club where students race in invitational meets against the other three middle schools of Redlands Unified School District. Cope also offers a four-sport afterschool sports program where students can tryout and then 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. Cope also offers after-school programs to support students academically, including Creative Brain, Cope After School Tutoring (CAST), and EL tutoring. 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. With the transition to a new principal this year, we 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.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Grade 6</b>	457
<b>Grade 7</b>	488
<b>Grade 8</b>	438
<b>Total Enrollment</b>	1,383

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	8.5
American Indian or Alaska Native	0.4
Asian	13.7
Filipino	4.5
Hispanic or Latino	39.8
Native Hawaiian or Pacific Islander	0.2
White	26.7
Two or More Races	6.2
Socioeconomically Disadvantaged	56
English Learners	8.2
Students with Disabilities	12.3
Foster Youth	0.5
Homeless	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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	56.4	52	55	4
Without Full Credential	0	2	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** December 2019

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.

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 (2014)  Collections-Grade 7 Houghton Mifflin Harcourt (2014)  Collections-Grade 8 Houghton Mifflin Harcourt (2014)	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)	Yes	0%
<b>Science</b>	Science: Focus on Earth Science McDougal Littell (2007)  Science: Focus on Life Science McDougal Littell (2007)  Science: Focus on Physical Science McDougal Littell (2007)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Ancient World History Discovery Ed (2018)  Medieval and Early Modern World History Discovery Ed (2018)  United States History Discovery Ed (2018)	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1956, Cope Middle School has 48 permanent classrooms and 18 relocatable classrooms. The governing board has adopted 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. Students and staff work hard to keep the campus clean and safe. Our 48 permanent classrooms were modernized during the 2005-2006 school year. The issues addressed during modernization were: new interior paint, lighting, ADA accessibility with sinks and lab stations, concrete and blacktop improvements and new flooring. During the 2007-2008 school year, several murals were added in celebration of the 50-year anniversary of Cope Middle School. In addition, over 130 trees have been planted to add to the green environment of our school. Also in the summer of 2008, nearly all of the asphalt on the campus, including the athletic courts, was replaced.

The school's network allows every classroom access to the Internet and email, which supports the students' use of Google Chromebooks in most classrooms. Each classroom is equipped with "smart room" technology with a wall mounted DVD/VCR player, tuner/receiver, wall mounted speakers, ceiling mounted LCD projector, PC and printer. The LCD projector is connected to all of the aforementioned components, which allows for instruction via the computer, internet, DVD/VCR, or cable television. Our library has a computerized checkout system and a broadcast unit, which allows us to broadcast into all of our classrooms for special bulletins or programs. We have two computer labs, one of which is used exclusively for research via the Internet. The lab will be utilized by staff for research projects and class instruction. In addition, one class set of tablets was purchased, and is now used by the entire Science Department.

During the school year 2015-2016, Cope worked in conjunction with the Redlands Unified School District Service Center and our PTSA to continue to improve selected areas on campus. Building area landscape to include walkways, native plants, and shade trees. Concrete walkways have been replaced due to everyday wear where necessary. Regrading of a concrete walkway was poured to improve drainage runoff to avoid flooding near classroom doors. Gas pipes have been replaced in several areas of the campus due to erosion. Diseased and dying trees have been replaced with new shade trees and brick planters. The trim on the multi-purpose hall, outdoor shade structure, and portable classroom wing were repainted, as well as, blacktop lines for physical education class use.

We also refined our disaster preparedness plan during the summer of 2016. The plan includes steps for ensuring student and staff safety during a disaster, such as an earthquake or fire. The plan calls for regular practice of the "duck and cover" procedure for earthquake and fire drills. If present, graffiti is removed immediately by site or District staff. The school facilities are inspected weekly, and needed repairs are submitted to the District. Rooms and buildings are all adequately prepared to meet the needs of students.

Beginning over the winter break of 2017 and concluding during the spring break of 2017, all major gas lines were dug out and replaced that lead to the main office, kitchen area, locker rooms, and Science classrooms. During the summer of 2017, air-conditioning units and electrical were replaced in the B, C, F, J, I, and H buildings. During the summer of 2018, all classroom, library, multipurpose room, and administration building offices were repainted. A new stage curtain was ordered during the fall of 2018 for the multipurpose room. New student classroom desks and furniture have been on a replacement cycle since 2017, allowing for student desk replacement in approximately three-four classrooms per year.

Security fencing around the front of the campus was installed during the summer of 2018 creating a single point of entry, and during the summer of 2019, the installation of a mobilized security gate for the M-wing parking lot was completed. Additionally, the front campus gating was restructured to provide a gathering/sitting area for students, while at the same time, maintaining access to the front office through a single point of entry. During winter break of 2019-2020, the outsides of all campus buildings are being repainted and many of the murals are being refurbished as well. Some murals have been painted over but plans to develop new college-focused and school spirit-focused murals are already in discussion. The administration is working to coordinate a "community clean-up day" to provide some much needed repair and landscaping in many of the campus planters.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** November 2019

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Inspected monthly
<b>Interior:</b> Interior Surfaces	Good	Inspected monthly
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Facility is inspected monthly.
<b>Electrical:</b> Electrical	Good	Inspected monthly
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Inspected monthly
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Inspected monthly
<b>Structural:</b> Structural Damage, Roofs	Good	inspected monthly, observations are done daily as well
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	inspected monthly, observations are done daily as well
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	60	59	59	57	50	50
Mathematics (grades 3-8 and 11)	44	47	45	44	38	39

Note: 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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1357	1333	98.23	1.77	58.51
Male	656	642	97.87	2.13	51.33
Female	701	691	98.57	1.43	65.17
Black or African American	117	112	95.73	4.27	37.84
American Indian or Alaska Native	--	--	--	--	--
Asian	188	187	99.47	0.53	79.68
Filipino	50	50	100.00	0.00	84.00
Hispanic or Latino	541	534	98.71	1.29	43.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	356	345	96.91	3.09	69.48

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	96	96	100.00	0.00	72.92
Socioeconomically Disadvantaged	814	799	98.16	1.84	45.72
English Learners	193	191	98.96	1.04	43.92
Students with Disabilities	161	157	97.52	2.48	10.90
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	94	90	95.74	4.26	42.70

Note: 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.

Note: 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.

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1357	1316	96.98	3.02	46.88
Male	656	635	96.80	3.20	44.09
Female	701	681	97.15	2.85	49.49
Black or African American	117	112	95.73	4.27	25.89
American Indian or Alaska Native	--	--	--	--	--
Asian	188	187	99.47	0.53	72.73
Filipino	50	50	100.00	0.00	68.00
Hispanic or Latino	541	519	95.93	4.07	30.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	356	345	96.91	3.09	57.68
Two or More Races	96	94	97.92	2.08	61.70
Socioeconomically Disadvantaged	814	787	96.68	3.32	34.94
English Learners	193	188	97.41	2.59	32.45
Students with Disabilities	161	149	92.55	7.45	6.71
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	94	90	95.74	4.26	28.89

Note: 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.

Note: 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.

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	18.0	25.7	31.5

Note: 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.

## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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Parent involvement is an ongoing priority for Cope Middle School. 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 going on at Cope. 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's principal regularly uses a Twitter account to post upcoming events, deadlines, and reminders to numerous parent and student followers. Additionally, the Principal regularly uses Aeries Communication to send emails, texts, and phone calls to parents informing them of important dates, school-related information, and reminders. The principal also uses this format to survey parents for their input on topics such as campus culture, upcoming event ideas, and changes/upgrades to facilities. The Assistant Principal solicits parent input as part of the site Safety Committee and recent traffic committee. Cope has an active PTSA that is routinely involved in serving and supporting a variety of activities at the school. The PTSA distributes a bi-monthly parent newsletter, "The Eagle Express" and contributes a record-breaking number of volunteer hours to our campus. The PTSA, in conjunction with school administration, also hosts a variety of Parent Education Nights throughout the school year. Pastry with the Principal is held once per quarter with a short topic presented by the administration followed by informal discussion of parental questions or concerns. Our ELL parents meet regularly throughout the year with evening meetings focusing on specific topics related to ongoing concerns and effective ways to be involved in the academic, social and emotional life of a child as he/she progresses through middle school. Our School Site Council also meets monthly to work in guiding the direction of the school as well as providing guidance and authority for the expending of categorical site funds. Parents are encouraged and solicited to be a part of any and all of the aforementioned parent involvement opportunities.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	4.9	6.3	7.9	2.6	2.9	3.6	3.6	3.5	3.5
<b>Expulsions</b>	0.1	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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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 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. During the school day all entrance areas to the school are locked with the exception of the front entrance, which is near the administration office. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitors' pass. All staff members wear visible identification when out on campus, to ensure a safe environment, and maximum 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. With a change in administration in mid-October, some efforts for the school's overall safety plan have been in transition. The Assistant Principal has formulated a School Safety Committee to review the campus infrastructure, facilities and safety materials/equipment needs, and to determine an overall needs assessment for Cope Middle School, and a Traffic Committee was similarly convened to discuss student safety in the front parking lot during arrival/dismissal times.. Additionally, due to a change in site administration and the departure of teacher leaders, the previously developed positive behavior intervention system (PBIS) dwindled in participation and implementation. This program is being reimplemented through support from the District Office and campus/community input. The SOAR acronym (Safe, Organized, Accountable, Respectful) has been created and a SOAR team of representative Cope staff has been established to plan the full PBIS implantation, which will begin at the start of the 2019-2020 school year.

Upgrades to Cope facilities include the installation of an automated security gate in the M wing staff parking lot, and a chained entrance (monitored by a campus monitor) to the front parking lot to limit parent drop-off/pick-up during times busses are present.

#### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	23	17	16	8	22	21	15	6	21	21	18	6
Mathematics	26	2	2	4	25	14	11	10	23	16	19	5
Science	30	3	9	18	31	3	6	19	30	3	12	16
Social Science	30	3	9	18	30	3	10	16	30	3	17	11

\*Number of classes indicates how many classrooms 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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	461.0

\*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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	.3
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,030.61	\$1,101.16	\$4,929.45	\$75,097.00
District	N/A	N/A	5,815.78	\$85,061.00
Percent Difference - School Site and District	N/A	N/A	-16.5	-12.4
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-41.4	-8.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

In 2018-2019 we received approximately \$230,055.00 in special funds for supplementary educational programs. The following are special funding sources available to our school:

- School Improvement Program \$195,055
- Music Program \$3,560
- Instructional Media \$1,946
- Cope's general fund, which provides supplies, equipment, curriculum support, etc. is approximately \$37,302

Our strength at Cope Middle School is a well-rounded articulated program for our students. Our sixth grade staff members work in teams. 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. Our intervention course in the 6th grade include a Reading (comprehension, evaluation of different reading materials, and computer skills) and a math intervention course which utilizes both the Accelerated Math program and targeted student instruction. Students who do not require additional intervention are involved in an exploratory rotation of nine courses of study. Instrumental music classes are scheduled at the same time as the exploratory classes, so students taking music will not miss any core curriculum instruction. All students 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. Our math curriculum includes all strands with 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. Our physical education program incorporates lifelong wellness and well being through student fitness. Students are exposed to a variety of sports and recreational activities. We have an excellent health strand for grades 6-8 for the first three weeks of the school year, which teaches state mandated health curriculum. The English/language arts curriculum emphasizes reading skills, grammar, writing and listening. Our existing literature books are utilized for instruction and our 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 our academic subjects. It is our goal to have students able to read and write, utilizing academic vocabulary, in each discipline of study. Students also participate in a variety of exploratory classes such as ASB, WEB, Photography, Coding, or Digital Storytelling.

To assist students outside of the classroom with academic needs, teachers are available for extra support Cope After School Tutoring (CAST) is also available to all students. Cope also offers Creative Brain to provide enrichment activities and additional tutoring as well. For our ELL students, after school tutoring and support is also provided.

**Critical Needs**

A transition in administration (principal) occurred in late October but the following were perceived as needs by staff, administration and noted in the most recent Self Study:

- Continue exploring ways of integrating speaking, reading, writing and calculation skills into each subject through the use of various instructional methods, including computer technology.
- Continue to refine and practice disaster procedures in preparation for a disaster.
- Improve articulation between grade levels and departments to enhance continuity of curriculum for all students in all subjects areas.
- Continue to provide in-service to staff to improve academic skills for all students.
- Continue to expand the effective use of technology for instruction in all classrooms.
- Review and refine discipline procedures for continuity and consistent reinforcement.

**Teacher and Administrative Salaries (Fiscal Year 2017-18)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,120	\$51,374
Mid-Range Teacher Salary	\$81,554	\$80,151
Highest Teacher Salary	\$102,814	\$100,143
Average Principal Salary (Elementary)	\$124,240	\$126,896
Average Principal Salary (Middle)	\$133,386	\$133,668
Average Principal Salary (High)	\$141,684	\$143,746
Superintendent Salary	\$220,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			10

Our staff is committed to continuing their professional growth as educators and buy-back and staff professional days have been used to improve skills in technology, setting school and department-wide goals, disaster preparedness, and coordinating grade and subject level curriculum. From the transition point of a new principal (mid-October), the focus has been on developing a positive and connected campus-wide culture, as well as reinforcing the five school-wide goals from our School Plan for Student Achievement. Cope staff has participated in professional development centered on utilizing AVID strategies across the curriculum, and the implementation of focused notetaking in all classes has been an area of emphasis. The entire staff is reading "Culturize" to cultivate a campus community inclusive of all learners, and to enhance their cultural proficiency given the changing demographics of Cope students. Other areas of focus for the year will continue to be writing and reading across the curriculum, increasing the use of Google Classroom and other educational technology for instruction, and promoting a college-going culture campus-wide.

The 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 some of 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 ongoing discussions/reminders through their various meetings and collaboration times with others.