

Cope Middle School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Cope Middle School
Street	1000 West Cypress Avenue
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 307-5420
Principal	Dr. Stephanie Lock
Email Address	stephanie_lock@redlands.k12.ca.us
Website	http://cope.redlandsusd.net/
County-District-School (CDS) Code	36-67843-6059422

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
Website	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

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 1,360 sixth, seventh and eighth grade students attend Cope Middle School (currently via Distance Learning due to the COVID-19 school closures) on a modified traditional 180-day calendar. Students normally 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, Math Club, ESports 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 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.

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 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 - which will be expanded this year and future years to provide additional opportunities for connection thorough student expectations and activities, as well as staff and community collaboration. Cope 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 6	449
Grade 7	464
Grade 8	474
Total Enrollment	1,387

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	8.4
American Indian or Alaska Native	0.2
Asian	11
Filipino	4.4
Hispanic or Latino	42.3
Native Hawaiian or Pacific Islander	0.4
White	27.1
Two or More Races	6.2
Socioeconomically Disadvantaged	62.1
English Learners	7.1
Students with Disabilities	12
Foster Youth	0.4
Homeless	5.6

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	52	55	60	103
Without Full Credential	2	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

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
Reading/Language Arts	Collections-Grade 6 Houghton Mifflin Harcourt (2014) Collections-Grade 7 Houghton Mifflin Harcourt (2014) Collections-Grade 8 Houghton Mifflin Harcourt (2014)	Yes	0%

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

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

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 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. 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.

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 the end of the 2019-2020 school year and during the 2020-2021 school year, Cope Middle School took advantage of Distance Learning to rehabilitate campus facilities and classrooms. Many classrooms have had furniture updated and/or replaced as needed and additional outdoor picnic tables and benches were purchased to accommodate additional needs for student sitting and eating areas. Campus trees have been trimmed, planters have been reconstructed with drought-resistant plants, new water wise drip systems, and sitting rocks, and the campus waterfall feature by the library has been refurbished and repaired to working order. The campus library was remodeled with new carpet, furniture, and paint to promote a more modern, inviting atmosphere for both students and staff.

Additionally, canvas photographs of all campus murals were hung in the library to commemorate Cope's history over the years. The entire campus was repainted and the majority of the existing campus murals were painted over to provide space for updated murals to promote school spirit and to promote a college-going culture. Several murals were painted to recognize the RUSD University and College Partnerships, Cope's AVID Program recognition, the campus culture of SOAR, and Cope Eagles for school spirit.

The school's network allows every classroom access to the Internet and email, which supports the students' use of Google Chromebooks in all classrooms. New desktop all-in-one computers were purchased for about half the classrooms, with plans to purchase additional ones in the upcoming years. Each classroom is equipped with "smart room" technology with a desktop computer, web cam, tuner/receiver, wall mounted speakers, ceiling mounted LCD projector, and printer. The LCD projector is connected to all of the aforementioned components, which allows for instruction via the computer or internet. 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. All core subject classrooms have computer carts with 35 Chromebooks with internet access that students may utilize on a daily basis. Because of Distance Learning, all teachers were issued a laptop and students were issued a Chromebook to use at home, so classroom computer carts will need to be rebuilt upon the return of students to campus. Currently, the Chromebooks provide access to instructional technology as determined by the teachers since classroom instruction is occurring in an online format.

We also refined our disaster preparedness plan during the summer of 2020. 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.

During the 2020-2021 school year, the library and four classrooms were refurbished with traditional and flexible seating. Other classroom furniture was reorganized to remove old and broken items and to "match" desks and chairs from other classrooms and storage in order to provide classroom "sets" of furniture. In addition, in the spring of 2021, the four portables located at the east end of campus (Z49, Y48, X47, and the weight room) will be removed and replaced with four new structures. This project will also include some ADA upgrades to access ramps and restrooms.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2020

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

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	59	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	47	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	41	N/A	36	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Even during Distance Learning, 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 and events occurring 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 Twitter and Instagram accounts 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 and students 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 Principals also solicit parent input as part of the site Safety Committee and other committees as deemed necessary, as well as through the use of Aeries Communication.

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. 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, and this will resume once students are allowed to return to campus. 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. 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.3	7.9	2.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.98	2.16	
Expulsions	0.07	0.03	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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. 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. 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. The Assistant Principal has formulated a School Safety Committee to review the campus infrastructure, facilities and safety materials/equipment needs, and to determine the overall needs for Cope Middle School.

During the Fall of 2020, Cope Middle School inventoried, refreshed, and replaced all classroom disaster supplies. This included all classroom and office emergency backpacks as well as the purchasing of privacy tents and "potty" toilets for every classroom. In addition, the schoolwide supplies located in the land/sea container were also replenished and replaced, including the water in the recycled water barrels. When students return to school, food and water bottles will be purchased for disaster situation use, and these will also be added to the land/sea container supplies.

Cope Middle School has implemented a Positive Behavior Intervention System with the acronym SOAR. SOAR, which stands for Safe, Organized, Accountable, and Respectful, has been established through Distance Learning and on campus under the direction of Cope's SOAR Team, consisting of teachers, counselors, and administrators. Campus banners and classroom posters were purchased to help promote SOAR classroom expectations, online expectations, and on campus expectations, and similar digital posters were created to support SOAR while Distance Learning. In support of SOAR and the schoolwide implementation, staff members will attend further training throughout the year as related to PBIS implementation.

Upgrades to Cope facilities include the use of one campus entrance and the installation of a pass through gate in the administration office to limit the public access to campus. Additionally, student drop-off and pick-up traffic patterns in the front parking lot were changed to provide safer student entrance to and exit from the campus. Safety officers, campus monitors, administrators, and counselors all monitor the traffic and bus pick-up/drop-off areas before and after school in order to add an additional safety support for students.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	22	21	15	6	21	21	18	6	24	14	16	10
Mathematics	25	14	11	10	23	16	19	5	24	11	19	8
Science	31	3	6	19	30	3	12	16	28	5	17	11
Social Science	30	3	10	16	30	3	17	11	30	3	13	15

*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	346.8

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,180.77	\$1,094.70	\$5,086.07	\$81,501.00
District	N/A	N/A	\$6,015.41	\$84,929
Percent Difference - School Site and District	N/A	N/A	-16.7	-4.1
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-41.5	-3.7

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

Types of Services Funded (Fiscal Year 2019-2020)

In 2019-2020 Cope received approximately \$250,556.00 in special funds for supplementary educational programs. This included funds from our School Improvement Plan, Music Education, Instructional Media, Character Education, and the General Fund, which provides supplies, furniture, equipment, instructional materials, curriculum support, etc.

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 both the Accelerated Math program and targeted 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. Our 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. Our 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. 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, 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 classes such as ASB, WEB, Photography, 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. 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. Additionally, during Distance Learning, teachers have provided one-hour of Student Support Time each day for students to ask questions, remediate areas of struggle, and to support their other academic and social-emotional needs.

A transition in administration occurred from October 2019 through September 2020; this included a new Principal in October 2020, new Assistant Principal in March 2020, and an additional new Assistant Principal in September 2020. Due to the COVID-19 school closures starting in March 2020, many plans and analyses of effectiveness were put on hold since regular meetings of the Leadership Team, School Site Council, and additional site committees were not held. Based on the School Plan for Student Achievement, the following items remain as areas of focus and concern for Cope Middle School:

- Improve collaboration between teachers and departments and provide necessary resources to maintain high-quality instruction for all student groups in all areas.
- Continue exploring ways of integrating speaking, reading, writing and calculation skills into each subject through the use of various instructional methods, including computer technology.
- Establish consistent discipline procedures and reinforcement and expand PBIS program to promote a positive and safe learning environment for all students.
- Continue to provide professional development to staff to improve academic instruction for all students in areas of the Common Core State Standards, adopted curriculum, and AVID strategies.
- Continue to expand the effective use of technology for instruction in all classrooms and in Distance Learning.
- Promote a college-going culture through additional exploratory course offerings and overall campus environment.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,120	\$52,484
Mid-Range Teacher Salary	\$81,554	\$81,939
Highest Teacher Salary	\$102,814	\$102,383
Average Principal Salary (Elementary)	\$126,044	\$129,392
Average Principal Salary (Middle)	\$135,743	\$136,831
Average Principal Salary (High)	\$146,559	\$147,493
Superintendent Salary	\$226,600	\$254,706
Percent of Budget for Teacher Salaries	34.0	34.0
Percent of Budget for Administrative Salaries	4.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		10	10

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. During the 2019-2020 school year, the focus was 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 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 read the book, "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 continued 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.

During the 2020-2021 school year, professional development has been somewhat limited due to instruction and meetings occurring in an online format. Online opportunities have been shared with staff as related to AVID strategies, PBIS implementation, Trauma-Informed Instruction, Supporting Students' Social-Emotional Well-being, and a variety of instructional technology methods.

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 ongoing discussions/reminders through their various meetings and collaboration times with others. For 2020-2021 school year, however, the minimum days and full-day professional development were eliminated due to the change in schedule based on the COVID-19 school closures and transition to Distance Learning. Teachers have still attended monthly staff meetings, monthly department meetings, and professional development when offered, and an additional 1-hour block of planning/collaboration time was built into the daily schedule to accommodate the additional planning needs to meet the online instructional format.