

Cope Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Cope Middle School
Street	1000 West Cypress Avenue
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 307-5420
Principal	Lisa Bruich
E-mail Address	lisa_bruich@redlands.k12.ca.us
Web Site	http://cope.redlandsusd.net/
CDS Code	36-67843-6059422

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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 abiding by the following values in order to achieve our mission: independence, confidence, decision-making, flexibility, tolerance, inspiration, courtesy, collaboration, participation, productivity, responsibility, enthusiasm, organization, initiative, effort. Our students are given the opportunity to participate in programs that empower them academically and socially. Students have the opportunity to grow in a safe environment which encourages taking risks, becoming active participants in their own learning and focusing on career choices. The focus of each staff member is to engage fully each student in high quality thinking, 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 instrumental music program includes a host of students, as well as choral music. Students can become involved in clubs such as Builders' Club, Drama Club, Breakfast Bible Club, or even join the Ski and Snowboarding Club. There is also a Running Club offered which races invitational meets against the other three middle schools of Redlands Unified School District. There are also a wide variety of after-school programs available to help students academically, including Think Together, Peer Tutoring, ROTC Tutoring, and Lunch Bunch. Our 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. This year we will continue to focus on literacy, safe schools, and writing across the curriculum. We will also continue to improve the use of technology in our classrooms, continue grade level common assessments, and improve our facilities.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	429
Grade 7	467
Grade 8	438
Total Enrollment	1,334

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	0.2
Asian	14.2
Filipino	3.9
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	0.4
White	30.4
Two or More Races	4.3
Socioeconomically Disadvantaged	55.8
English Learners	7.5
Students with Disabilities	12.9
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	57	57	58	17
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

The California State Board of Education reviews elementary level 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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%
Mathematics	Carnegie Learning Math Series: Volume 1 [Sixth] Carnegie Learning (2011) Carnegie Learning Math Series: Volume 2 [Seventh] Carnegie Learning (2011) Carnegie Learning Math Series: Volume 3 [Eighth] Carnegie Learning (2011)	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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Ancient Civilizations McDougal Littell (2006) Medieval and Early Modern Times McDougal Littell (2006) Creating America: Beginnings through WWI McDougal Littell (2006)	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. 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, and five new internet drop points were added to each classroom in the summer of 2007. A new mobile laptop lab was purchased for the library, and a new computer mini-lab was created for use by any teacher. All of our classrooms have "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 included 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.

Cope continues to work with the district and PTSA to update to the multipurpose room, including paint and window updates to improve energy efficiency and aesthetics. In the 2013-2014 school year, energy efficient window shades were installed in the interior structure of the multi-purpose room. New laminate flooring was laid in the multi-purpose room lounge and kitchen areas. The room was also updated technologically, to accommodate the many performing arts and educational events that take place for our students. In 2014-2015 school year, shade curtains were added to all windows to make the space more energy efficient. Plans to replace the stage curtains are in the works for the 2016-2017 school year. Plans to update electrical and air conditioning units are in progress for the 2016-2017 school year.

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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Inspected monthly
Interior: Interior Surfaces	X			Inspected monthly
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Facility is inspected monthly.
Electrical: Electrical	X			Inspected monthly
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Inspected monthly
Safety: Fire Safety, Hazardous Materials	X			Inspected monthly
Structural: Structural Damage, Roofs	X			inspected monthly, observations are done daily as well
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			inspected monthly, observations are done daily as well

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	58	62	53	59	44	48
Mathematics	44	44	40	44	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	443	432	97.5	54.3
	7	460	450	97.8	64.1
	8	442	431	97.5	66.4
Male	6	228	225	98.7	48.2
	7	244	240	98.4	57.9
	8	243	237	97.5	62.7
Female	6	215	207	96.3	61.0
	7	216	210	97.2	71.3
	8	199	194	97.5	71.0
Black or African American	6	44	44	100.0	27.9
	7	24	24	100.0	50.0
	8	35	35	100.0	51.4
Asian	6	65	64	98.5	67.2
	7	66	66	100.0	86.4
	8	59	57	96.6	79.0
Filipino	6	15	15	100.0	80.0
	7	18	18	100.0	83.3
	8	19	19	100.0	73.7
Hispanic or Latino	6	161	155	96.3	44.2
	7	188	184	97.9	52.2
	8	174	168	96.5	53.9
White	6	136	132	97.1	64.1
	7	136	130	95.6	70.5
	8	134	132	98.5	78.0
Two or More Races	6	20	20	100.0	65.0
	7	19	19	100.0	68.4
	8	19	18	94.7	76.5
Socioeconomically Disadvantaged	6	250	241	96.4	39.9
	7	260	254	97.7	54.1
	8	245	239	97.5	53.8
English Learners	6	39	39	100.0	25.6
	7	36	35	97.2	8.6
	8	29	29	100.0	17.2
Students with Disabilities	6	57	54	94.7	5.7
	7	68	65	95.6	10.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	50	46	92.0	10.9

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 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.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	443	431	97.3	38.1
	7	460	450	97.8	46.3
	8	460	450	97.8	46.3
Male	6	228	224	98.3	35.3
	7	244	239	98.0	46.9
	8	244	239	98.0	46.9
Female	6	215	207	96.3	41.3
	7	216	211	97.7	45.7
	8	216	211	97.7	45.7
Black or African American	6	44	44	100.0	11.6
	7	24	24	100.0	29.2
	8	24	24	100.0	29.2
Asian	6	65	64	98.5	56.3
	7	66	66	100.0	72.7
	8	66	66	100.0	72.7
Filipino	6	15	15	100.0	66.7
	7	18	17	94.4	64.7
	8	18	17	94.4	64.7
Hispanic or Latino	6	161	154	95.7	24.7
	7	188	185	98.4	30.4
	8	188	185	98.4	30.4
White	6	136	132	97.1	51.5
	7	136	130	95.6	56.9
	8	136	130	95.6	56.9
Two or More Races	6	20	20	100.0	35.0
	7	19	19	100.0	52.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	19	19	100.0	52.6
Socioeconomically Disadvantaged	6	250	240	96.0	24.3
	7	260	254	97.7	33.6
	8	260	254	97.7	33.6
English Learners	6	39	39	100.0	17.9
	7	36	35	97.2	2.9
	8	36	35	97.2	2.9
Students with Disabilities	6	57	53	93.0	3.8
	7	68	65	95.6	12.5
	8	68	65	95.6	12.5

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	78	81	79	72	71	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	444	428	96.4	79.0
Male	243	237	97.5	79.3
Female	201	191	95.0	78.5
Black or African American	35	35	100.0	68.6
Asian	59	57	96.6	93.0
Filipino	19	19	100.0	79.0
Hispanic or Latino	176	168	95.5	68.5
White	134	129	96.3	87.6
Two or More Races	19	18	94.7	88.9
Socioeconomically Disadvantaged	247	240	97.2	71.3
English Learners	29	28	96.6	42.9
Students with Disabilities	51	48	94.1	45.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.8	22.8	40.4

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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. Many students teachers also post their gradebooks on Aeries Parent Portal, thus allowing parents up-to-date information on their students' academic performance. Cope's principal regularly uses a Twitter account, and is regularly tweeting upcoming events, deadlines, and current events to numerous parent and student followers. The Redlands USD app is also utilized weekly to update parents about upcoming events and reminders. 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 the last Friday of every month and the format is usually a short topic presented by the administration followed by informal discussion of parental questions or concerns about anything the parents choose to discuss. 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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.0	8.3	6.3	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.3	0.1	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 March 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 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. Cope's School Safety Plan was modified once again in the summer of 2016, and reviewed with the faculty and staff upon their return from summer break.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	16	17	11	22	14	22	5	28	0	22	4
Mathematics	25	12	15	12	22	15	19	5	27	6	20	3
Science	30	3	11	16	29	3	15	12	28	0	17	10
Social Science	28	6	13	14	28	5	18	8	29	1	14	12

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	513
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,355.03	\$1,291.15	\$5,063.88	\$80,644.10
District	N/A	N/A	\$5,063.88	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	0.1
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-10.8	6.3

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

Types of Services Funded (Fiscal Year 2015-16)

In 2015-2016 we received approximately \$274,521.00 in special funds for supplementary educational programs. The following are special funding sources available to our school:

- School Improvement Program \$137,705
- Limited English Proficient \$58,308
- Music Program \$3,560
- Instructional Media \$1,946
- Title III \$7,232

Cope's general fund, which provides supplies, equipment, curriculum support, etc. is approximately \$30,755.

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.

To assist students outside of the classroom with academic needs, Cope offers several tutoring opportunities. We also offer two sessions per year of after-school tutoring and academic skill-building for our English Language Learners.

Critical Needs

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Our staff is committed to continuing their professional growth. We have utilized our buy back and staff professional days to improve our skills in technology, setting school and department-wide goals, disaster preparedness, and coordinating grade and subject level curriculum. We have also concentrated on effectively using data to improve our curriculum. The focus of Professional Development days has revolved around our four school-wide goals from our Single Plan for Student Achievement. Our major area of concern is training to effectively embed the use of instructional technology in our classrooms, to expand our instructional strategies to align with the Common Core State Standards, and to improve Writing and Reading across the curriculum for all students.