

Johnston Cooper Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Johnston Cooper Elementary School
Street	612 Del Mar St.
City, State, Zip	Vallejo, CA 94589-2605
Phone Number	(707) 556-8420
Principal	Janice Lubin
Email Address	jlubin@vcusd.org
School Website	https://www.vcusd.org/cooper
County-District-School (CDS) Code	48705816051395

2023-24 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	William Spalding
Email Address	wspalding@vcusd.org
District Website	www.vcusd.org

2023-24 School Description and Mission Statement

Johnston Cooper Elementary School serves a diverse community of learners in grades Transitional Kindergarten (TK) through five. Located at 612 Del Mar Avenue, Johnston Cooper School is in the heart of Vallejo's medical community. The school was established in 1953 and has seen several generations of Vallejo families matriculate through the school and graduate from both Vallejo High School and Jesse Bethel High School. Currently, it is home to over 320 students in grades TK-5. In addition, the Cooper Childcare Center on campus provides both before and after school childcare for our enrolled students as well as a preschool program.

Johnston Cooper's mission statement is "Everyone learning...all the time." We are a professional learning community, where collaboration meetings focus on data analysis and best instructional practices to improve student achievement for all of our students. The teaching staff is a group of dedicated, NCLB qualified educators. Johnston Cooper is fortunate to have a variety of resources that allow the school staff to constantly grow as educators with the goal of improving academic achievement for all students. We strive to be innovative educators, committed to delivering exemplary instruction to all our students.

All Cooper Elementary students have access to technology with district issued devices that are equipped with educational software relevant to their grade level. These devices provide students the tools to continue learning and practicing skills at home which will lead to mastery of grade level standards.

Cooper's after school Expanded Learning Program provides both academic support and enrichment activities for approximately 90 students.

Attributes that any visitor will witness when they step on to our campus are respect, responsibility, resilience and kindness. The Cooper Staff models these attributes constantly and works with students to find ways to communicate with each other utilizing these attributes. We believe that we are poised to achieve great things. With continued focus and effort, Johnston Cooper will be a school that is held up as a model because of the high level of student and teacher learning that is going on at all times.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	60
Grade 2	65
Grade 3	62
Grade 4	64
Grade 5	61
Grade 6	3
Total Enrollment	393

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
Asian	2.3%
Black or African American	33.3%
Filipino	9.2%
Hispanic or Latino	43.8%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	4.3%
White	5.1%
English Learners	28.2%
Foster Youth	0.3%
Homeless	1.5%
Socioeconomically Disadvantaged	80.2%
Students with Disabilities	12.5%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.80	62.06	341.50	65.59	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	12.67	19.20	3.69	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	61.10	11.74	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	16.70	3.21	12115.80	4.41
Unknown	3.90	25.27	82.00	15.75	18854.30	6.86
Total Teaching Positions	15.70	100.00	520.70	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.90	74.00	378.20	71.26	234405.20	84.00
Intern Credential Holders Properly Assigned	2.20	14.24	22.40	4.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	3.73	64.60	12.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.87	29.90	5.64	11953.10	4.28
Unknown	1.00	6.22	35.40	6.69	15831.90	5.67
Total Teaching Positions	16.00	100.00	530.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.10
Misassignments	0.00	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.30
Total Out-of-Field Teachers	0.00	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

Year and month in which the data were collected October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Journeys/2017	Yes	0
Mathematics	Pearson enVision Math: Common Core /2022	Yes	0
Science	K-5th: Twig Science/2020	Yes	0
History-Social Science	Pearson myWorld /2019	Yes	0

School Facility Conditions and Planned Improvements

Currently Johnston Cooper currently has improvements under construction of the roof, air conditioning units, select bathrooms and water fountains. Johnston Cooper ensure's that the buildings are clean and well maintained. We have regular talks with students about how they can help keep facilities clean and in proper working order. All classrooms are equipped with state-of-the-art technology including computers, document cameras, and digital projectors. Teachers use these tools to strengthen the delivery of their lessons and to give students access to the technology that will support them in being successful when they enter middle school.

Students at Johnston Cooper access devices at a ratio of 1:1. Students extend their learning through digital presentations, utilize software that helps build vocabulary and content knowledge, and engage online programs including Accelerated Reader and Imagine Learning to monitor student reading progress as well as individualized English Language skill progress.

Cooper has also improved each classroom's library. Additional funding was available to purchase non-fiction books that are of high interest to students. Using input from students and community members, Cooper continually purchases books so that every student at the school has a wide range of books that are culturally relevant to choose for every reading level. In recent years, Johnston Cooper received a \$5,000 grant from Lowe's to upgrade the library space for students. Over the summer of 2013, the library was relocated to a newly refurbished room with new shelving, tables, and additional new books in a freshly painted and inviting library space for students.

Cooper Elementary utilizes the VCUSD work order system to request support from facilities to address any identified needs. These work orders are coordinated by Cooper Elementary School's head custodian.

Year and month of the most recent FIT report

August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Work Oder submitted - Repairs completed
Interior: Interior Surfaces	X			Work Oder submitted - Repairs completed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Work Oder submitted - Repairs completed
Electrical	X			Work Oder submitted - Repairs completed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Work Oder submitted - Repairs completed
Safety: Fire Safety, Hazardous Materials	X			Work Oder submitted - Repairs completed
Structural: Structural Damage, Roofs	X			Work Oder submitted - Repairs completed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work Oder submitted - Repairs completed

Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	19	22	28	27	47	46
Mathematics (grades 3-8 and 11)	15	16	18	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	186	181	97.31	2.69	22.10
Female	77	76	98.70	1.30	32.89
Male	109	105	96.33	3.67	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	70	68	97.14	2.86	16.18
Filipino	22	22	100.00	0.00	40.91
Hispanic or Latino	74	71	95.95	4.05	18.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	45.45
English Learners	48	45	93.75	6.25	6.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	168	164	97.62	2.38	20.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	40	100.00	0.00	5.00

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	186	184	98.92	1.08	15.76
Female	77	76	98.70	1.30	19.74
Male	109	108	99.08	0.92	12.96
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	70	68	97.14	2.86	8.82
Filipino	22	22	100.00	0.00	40.91
Hispanic or Latino	74	74	100.00	0.00	13.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	18.18
English Learners	48	48	100.00	0.00	6.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	168	166	98.81	1.19	15.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	40	100.00	0.00	10.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	10.53	10.34	14.49	13.35	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	58	96.67	3.33	10.34
Female	28	27	96.43	3.57	7.41
Male	32	31	96.88	3.12	12.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	20	19	95.00	5.00	5.26
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	4.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	21	21	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	55	96.49	3.51	10.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	6.25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90	85	96.7	95	95

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Our parents are valued partners and advocates for the success of our students and school programs. We encourage parents to take an active role in School Site Council, English Learners Advisory Council, and Design/Leadership Team. Parents are also encouraged to complete the process to become a volunteer through VCUSD's website. This year Cooper has successfully organized enough families to reinstitute the PTA organization which will help build a sense of community among parents, teachers, and students. The PTA will be encourage to organize social events, family-oriented activities, and collaborative projects to bring our family, teacher and student communities together.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	436	419	221	52.7
Female	200	190	96	50.5
Male	236	229	125	54.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	11	9	3	33.3
Black or African American	150	143	85	59.4
Filipino	36	36	11	30.6
Hispanic or Latino	186	181	93	51.4
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	21	19	8	42.1
White	23	22	15	68.2
English Learners	126	123	58	47.2
Foster Youth	3	3	1	33.3
Homeless	13	12	9	75.0
Socioeconomically Disadvantaged	387	375	208	55.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	68	66	37	56.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.76	3.21	0.09	5.89	7.67	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.21	0
Female	1	0
Male	5.08	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.33	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.76	0
White	8.7	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.36	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.41	0

2023-24 School Safety Plan

Johnston Cooper's Comprehensive Safety Plan is regularly reviewed and updated by the members of the School's Safety Committee and School Site Council. The plan was most recently updated in October 2023. The goal is to align our plan with the district's policies and practices. Regular drills are conducted monthly, timed and recorded. All visitors to the school are required to check in at the front office. Visitors are instructed to sign in. Identification is verified by office staff and a badge is given.

Our staff understands that parents do not look at safety plans and emergency drills as the only measure of a school's safety. Because of this, we try very hard to build relationships with every student so that they feel comfortable coming to us when they are having a difficult time in a situation. The office has an open door policy with families so that we can build a partnership to support students. Our school has implemented Positive Behavior Intervention and Success strategies to enhance safety on our campus.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	23	1	2	
2	23	1	2	
3	21	1	3	
4	22	1	2	
5	19	1	1	
Other	29		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	5	2	
1	12	5	2	
2	13	3	2	
3	9	6	2	
4	11	5	2	
5	8	7	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	2	0
1	20	1	2	0
2	16	2	2	0
3	21	1	2	0
4	13	3	2	0
5	15	2	2	0
6	2	6	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7383	4072	3311	69689
District	N/A	N/A	10669	\$77,192
Percent Difference - School Site and District	N/A	N/A	-105.3	-5.38
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-66.3	-23.6

Fiscal Year 2022-23 Types of Services Funded

Johnston Cooper receives both state and federal funds. These resources are always allocated to serve the academic needs of our students including professional development for our staff. Standards-based texts and materials have been purchased by the school district. The school is working alongside district leaders toward consistent use of these materials.

Understanding that teachers play a pivotal role in the success of our students, Cooper allocates resources to support on-going professional development. Teachers meet weekly to discuss student learning and are provided extended time to collaborate strengthen the curriculum and instruction. Support and intervention programs and materials are provided to students who need help in accessing and making progress in the core curriculum.

Our full-time bilingual tutor provide additional support for our growing population of English language learners.

Johnston Cooper also hosts a dynamic after-school program that focuses on enrichment and academics. Approximately 90 students are enrolled in this program and there is always a waiting list for students to get in.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,665	\$54,190
Mid-Range Teacher Salary	\$73,323	\$85,111
Highest Teacher Salary	\$93,101	\$104,999
Average Principal Salary (Elementary)	\$109,303	\$132,492
Average Principal Salary (Middle)	\$113,675	\$140,987
Average Principal Salary (High)	\$122,908	\$153,884
Superintendent Salary	\$248,000	\$255,503
Percent of Budget for Teacher Salaries	25.54%	32.09%
Percent of Budget for Administrative Salaries	4.89%	5.25%

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All teachers are provided with professional development for 7 hours per month. In the past school year, teachers participated in professional development on the following topics: Positive Behavior Intervention Strategies (PBIS), Social Emotional Learning, Common Core State Standard Instruction in ELA & Math along with CORE phonological reading strategies which has been a strong focus for all VCUSD schools. Voluntary professional development training are offered by District staff through series of workshops focusing on common core instruction. Teachers are provided on-going support through in-class coaching including demonstration lessons, co-teaching, and walkthroughs by site and district leadership. Each year, staff also attends 3-4 days of District and /or site-determined professional development.

Since Spring of 2020, Cooper certificated staff voted for an exception to the contract to dedicate an additional hour weekly for teacher collaboration. This time is dedicated to grade level teams meeting to analyze data, student work, and plan for upcoming core instruction.

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	28	30	30