Cope Middle School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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	Kate VanLuven
Email Address	kate_vanluven@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/cope
Grade Span	6-8
County-District-School (CDS) Code	36-67843-6059422

2024-25 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Juan Cabral
Email Address	juan_cabral@redlands.k12.ca.us
District Website	www.redlands.k12.ca.us

2024-25 School Description and Mission Statement

At Cope Middle School, students, parents, and staff collaborate to foster mutual respect, critical thinking, and problem-solving skills. Committed to cultivating personal potential and strong work ethics, Cope strives to prepare students for future success. The school emphasizes a positive campus culture through SOAR—Safe, Organized, Accountable, and Respectful—its PBIS program that reinforces schoolwide expectations and student growth.

Serving approximately 1,300 sixth through eighth-grade students, Cope Middle School is one of four middle schools in the Redlands Unified School District. Located in Redlands, the school also welcomes students from Loma Linda and parts of San

2024-25 School Description and Mission Statement

Bernardino. Cope offers a rigorous academic program, integrating AVID strategies to enhance literacy and writing across the curriculum, alongside technology-driven instruction. Students engage in various extracurricular activities, including award-winning performing arts programs, academic clubs like Math Club and Chess Club, and leadership opportunities through ASB and WEB. The athletics program provides competitive sports and intramurals, ensuring every student finds a connection on campus.

Cope's mission is to empower students academically, socially, and emotionally while fostering self-advocacy and preparing them for college and career success. With a focus on providing a safe, inclusive, and engaging environment, the dedicated staff ensures that all students benefit from meaningful learning experiences and have opportunities to grow both in and beyond the classroom.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	402
Grade 7	403
Grade 8	413
Total Enrollment	1,218

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	0.1
Asian	9.7
Black or African American	7.6
Filipino	3.2
Hispanic or Latino	50.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	6.5
White	21.2
English Learners	8.7
Foster Youth	0.2
Homeless	5.7
Socioeconomically Disadvantaged	63.7
Students with Disabilities	16.2

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)	44.30	77.50	832.10	85.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.70	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.10	5.52	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	2.80	29.80	3.08	12115.80	4.41
Unknown/Incomplete/NA	8.10	14.16	65.10	6.72	18854.30	6.86
Total Teaching Positions	57.20	100.00	969.10	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)	49.30	83.55	852.60	87.88	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.30	0.66	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	3.33	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	7.70	13.10	57.10	5.89	15831.90	5.67
Total Teaching Positions	59.10	100.00	970.20	100.00	279044.80	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.

2022-23 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)	50.50	85.73	850.20	87.12	231142.40	100.00
Intern Credential Holders Properly Assigned	0.50	0.85	7.50	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	5.08	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.00	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	4.30	7.31	53.70	5.50	14303.80	5.15
Total Teaching Positions	59.00	100.00	975.90	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.80	0.8
Misassignments	3.10	1.10	2.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.10	1.90	3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.00	0
Local Assignment Options	0.80	0.00	0.5
Total Out-of-Field Teachers	1.60	0.00	0.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.70	2.1	3.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

The Science books/curriculum are the most recently updated textbooks.

Year and month in which the data were collected	December 2024

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 (2013) Collections-Grade 7 Houghton Mifflin Harcourt (2013) Collections-Grade 8 Houghton Mifflin Harcourt (2013)	Yes	0%
Mathematics	Carnegie Learning Math Series: Course 1 [Sixth] Carnegie Learning (2014) Carnegie Learning Math Series: Course 2 [Seventh] Carnegie Learning (2014) Carnegie Learning Math Series: Course 3 [Eighth] Carnegie Learning (2014) *Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.	No	0%

Science	California Inspire Science: Grade 6 McGraw Hill (2021) California Inspire Science: Grade 7 McGraw Hill (2021) California Inspire Science: Grade 8 McGraw Hill (2021)	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) *Change to NO- Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.	No	0%
Visual and Performing Arts	N/A		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 maintenance and cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The Assistant Principals work regularly with the custodial staff to develop cleaning schedules to ensure a clean and safe school, and students and staff work hard to keep the campus clean and safe as well. The school facilities are inspected weekly, and needed repairs are submitted to the District to ensure rooms and buildings are all adequately prepared to meet the needs of students.   Ongoing facilities upgrades include repair to buildings and walkways, installation of windows in doors and storage rooms, upgraded office and classroom air conditioning, painting additional campus murals, providing additional student seating and covered areas, and completing campus watering systems and vegetation in the campus planters.

The school's network allows every classroom access to the Internet and email, which supports the students' use of Chromebooks in all classrooms. All core subject classrooms have computer carts with 35 Chromebooks with internet access that students may utilize on a daily basis. New desktop all-in-one computers are routinely updated on an annual rotating basis (roughly 10-15 per year) in all classrooms and offices, and all classrooms have been equipped with a Newline Board for class projection and further integrated technology for presentations, web casting, and file sharing.

The Cope Wellness Center, the Eagle Oasis, was developed in one of the new portables, a PE Fitness Room and Mat Room were also developed to enhance the overall wellness spaces for students. Prop 28 funds were used to make major upgrades to the new photography classroom.

Year and month of the most recent FIT report	July 2024

System Inspected	**Rate Good**	**Rate Fair**	**Rate Poor**	**Repair Needed and Action Taken or Planned**

School Facility Conditions and Planned Improvements

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	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 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	50	49	50	50	46	47
Mathematics (grades 3-8 and 11)	35	33	37	37	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1193	1157	96.98	3.02	49.13
Female	562	543	96.62	3.38	51.48
Male	631	614	97.31	2.69	47.06
American Indian or Alaska Native	--	--	--	--	--
Asian	122	121	99.18	0.82	70.25
Black or African American	86	83	96.51	3.49	27.71
Filipino	39	39	100.00	0.00	66.67
Hispanic or Latino	608	584	96.05	3.95	40.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	83	80	96.39	3.61	50.00

White	246	241	97.97	2.03	64.32
English Learners	106	104	98.11	1.89	6.93
Foster Youth	--	--	--	--	--
Homeless	64	61	95.31	4.69	39.34
Military	18	17	94.44	5.56	58.82
Socioeconomically Disadvantaged	781	749	95.90	4.10	39.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	189	172	91.01	8.99	10.59

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1195	1155	96.65	3.35	32.93
Female	563	541	96.09	3.91	30.68
Male	632	614	97.15	2.85	34.91
American Indian or Alaska Native	--	--	--	--	--
Asian	122	121	99.18	0.82	56.20
Black or African American	86	82	95.35	4.65	14.63
Filipino	39	39	100.00	0.00	41.03
Hispanic or Latino	609	585	96.06	3.94	21.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	83	78	93.98	6.02	41.03
White	247	241	97.57	2.43	50.21
English Learners	106	103	97.17	2.83	2.91
Foster Youth	--	--	--	--	--
Homeless	64	60	93.75	6.25	26.67
Military	18	17	94.44	5.56	17.65

Socioeconomically Disadvantaged	782	749	95.78	4.22	24.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	189	174	92.06	7.94	5.75

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	35.33	31.07	31.39	32.96	30.29	30.73

2023-24 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	398	388	97.49	2.51	31.27
Female	191	186	97.38	2.62	24.86
Male	207	202	97.58	2.42	37.13
American Indian or Alaska Native	0	0	0	0	0
Asian	48	48	100.00	0.00	60.42
Black or African American	26	26	100.00	0.00	15.38
Filipino	19	19	100.00	0.00	42.11
Hispanic or Latino	192	186	96.88	3.12	21.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	29	96.67	3.33	31.03
White	81	78	96.30	3.70	40.26
English Learners	33	32	96.97	3.03	0.00
Foster Youth	--	--	--	--	--
Homeless	32	31	96.88	3.12	22.58
Military	--	--	--	--	--
Socioeconomically Disadvantaged	263	255	96.96	3.04	25.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	55	94.83	5.17	9.09

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Parent involvement is a priority at Cope Middle School, with many opportunities for parents to stay informed and engaged in school activities. The school website serves as a central hub, offering an updated calendar of events and a daily Student Bulletin to keep parents and students informed. Through the Aeries Parent Portal, families can access their student's report card grades, attendance, and emergency contact information. Most teachers manage their gradebooks and assignments on Aeries, providing parents with up-to-date information about their student's academic progress. Cope also uses Instagram, Twitter, and Parent Square (Aeries Communication) to share important dates, reminders, and updates with the school community. Parents are regularly surveyed for input on topics such as campus culture, school safety, and facility improvements. Additionally, the Assistant Principals involve parents in the Safety Committee, School Site Council, English Learner Advisory Committee, and other key groups.

Cope's PTSA plays a vital role in supporting various school activities and organizing fundraisers such as dine-out nights and spirit wear sales. In collaboration with school administration, the PTSA hosts Parent Education Nights throughout the year to address topics of interest. Parents of English Learners meet with the site ELD Coordinator to discuss academic and social-emotional support for their children. The School Site Council also convenes monthly to review the school's mission and oversee the allocation of categorical site funds. Parents are encouraged to participate in these committees and events, ensuring they remain active partners in their child's education.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1312	1286	323	25.1
Female	625	613	153	25.0
Male	687	673	170	25.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	128	127	17	13.4
Black or African American	101	98	29	29.6
Filipino	40	40	3	7.5
Hispanic or Latino	674	659	196	29.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	85	83	20	24.1
White	266	262	56	21.4
English Learners	125	124	33	26.6
Foster Youth	--	--	--	--
Homeless	82	79	27	34.2
Socioeconomically Disadvantaged	879	857	263	30.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	213	212	71	33.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
8.23	7.17	5.79	3.67	4.39	3.21	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.36	0.07	0	0.03	0.07	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.79	0.00
Female	3.84	0.00
Male	7.57	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.34	0.00
Black or African American	12.87	0.00
Filipino	2.50	0.00
Hispanic or Latino	5.34	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	14.12	0.00
White	3.76	0.00
English Learners	7.20	0.00
Foster Youth	0.00	0.00
Homeless	8.54	0.00
Socioeconomically Disadvantaged	7.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.86	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Cope Middle School's Comprehensive School Safety Plan (CSSP) is reviewed, updated, and approved annually to ensure the safety and well-being of all students and staff. The plan was most recently reviewed with staff and a student representative on October 14, 2024, approved by the School Site Council on October 15, 2024, and received board approval from the Redlands

2024-25 School Safety Plan

Unified School District on October 22, 2024.

The CSSP includes key components such as school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment reporting procedures, child abuse and bullying reporting protocols, dangerous pupil notification procedures, and comprehensive disaster response plans. Classroom emergency backpacks and schoolwide emergency supplies, stored in the land/sea container, are updated annually. Water bottles and snacks are replenished each year with the support of PTSA funds.

To promote safety, campus monitors, teachers, counselors, and administrators supervise the school grounds before school, during all three lunches, and after school. All entrances to the campus are locked during the school day, and visitors must check in through the Raptor system by providing identification and obtaining a visitor pass. Staff members wear visible identification to ensure easy recognition, and directional signage and cones guide student movement across campus. Quarterly School Safety Committee meetings, led by the Assistant Principal, review campus infrastructure, facilities, and safety material needs to address ongoing and emerging concerns.

Cope's Positive Behavior Interventions and Supports (PBIS) program, SOAR (Safe, Organized, Accountable, Respectful), fosters a positive campus culture. Expectations are promoted through campus banners, classroom posters, and daily reminders, and students are rewarded with SOAR Bucks for demonstrating positive behavior. Anonymous reporting systems such as "See Something, Say Something" and Sprigeo encourage students to report safety-related issues, reinforcing a safe and supportive environment for the entire school community.

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	23	21	3
Mathematics	23	13	23	2
Science	26	5	22	6
Social Science	29	3	20	7

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	15	23	3
Mathematics	25	10	19	4
Science	25	13	11	8
Social Science	27	4	19	7

2023-24 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	406

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$9,691.93	$1,992.66	$7,699.27	$80,245.83
District	N/A	N/A	$9.931.68	$102,103
Percent Difference - School Site and District	N/A	N/A	-9.5	-24.0
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-33.3	-19.7

Fiscal Year 2023-24 Types of Services Funded

In 2023-2024, Cope Middle School received approximately $444,534 in special funds to support supplementary educational programs. These funds, sourced from Title I, the School Improvement Plan, and the General Fund, were used to enhance instructional materials, intervention programs, personnel, and enrichment opportunities through the Extended Learning Opportunities Program (ELOP). These resources allow Cope to address diverse student needs and foster academic success.

Cope offers a comprehensive academic program tailored to students at all grade levels. Sixth-grade students benefit from a team-teaching model and targeted reading and math interventions. Exploratory classes such as college and career exploration, fine arts, and digital skills provide enrichment for students not enrolled in interventions. Advanced classes in English, math, and science are offered for seventh and eighth grades, alongside electives such as ASB, Yearbook, Theater, and Robotics. Daily physical education promotes lifelong wellness, and music programs are structured to ensure students receive core academic instruction without disruption.

To support students beyond the classroom, Cope provides after-school tutoring in math, academic support and enrichment through ELOP, and the ASES program, which includes tutoring and transportation. These efforts align with Cope's 2023-2024 goals of fostering equitable access to programs in a safe, positive environment and delivering high-quality, standards-based instruction with tiered supports to ensure all students thrive.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$60,873	$59,551
Mid-Range Teacher Salary	$96,778	$93,855
Highest Teacher Salary	$127,774	$120,219
Average Principal Salary (Elementary)	$157,955	$151,525
Average Principal Salary (Middle)	$168,821	$158,215
Average Principal Salary (High)	$183,286	$171,087
Superintendent Salary	$330,064	$300,043
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Cope staff is committed to ongoing professional growth, utilizing weekly early-release Mondays for 1.5 hours of collaboration and professional development. During this time, staff focus on understanding student needs, fostering academic rigor, and engaging with Depth of Knowledge levels across subjects. Additionally, emergency response planning is a key component of professional development. Staff regularly work together to refine practices, align curriculum, and discuss strategies for improving student outcomes.

Professional development is also integrated into department meetings and annual full-day training sessions with other district middle schools. This training is led by outside presenters, expert teachers, counselors, and administrators, and is tailored to various instructional strategies. Teachers are further supported through follow-up training, consistent reminders in department meetings, and a master schedule that allows for ongoing collaboration and planning.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10