Johnston Cooper Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Johnston Cooper Elementary School
Street	612 Del Mar
City, State, Zip	Vallejo
Phone Number	707.556.8420
Principal	Faustino Cadiz III
Email Address	fcadiz@vcusd.org
School Website	cooper.vcusd.org
Grade Span	
County-District-School (CDS) Code	48-70581-6051395

2025-26 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	Ruben Aurelio
Email Address	raurelio@vcusd.org
District Website	www.vcusd.org

2025-26 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, Cooper 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 district and graduate from our local high schools. Currently, Cooper is home to over 360 students in grades TK-5. Cooper also offers Special Education PreSchool classes and Special Day classes for scholars in grades TK/K and 3-5. In addition, the Cooper Childcare Center on campus provides both before and after school childcare for our enrolled students as well as a robust after school expanded learning program that provides both academic support and enrichment activities for approximately 100+ students.

Johnston Cooper's mission statement is 'Everyone learning … all the time'. The teaching staff comprises a group of dedicated NCLB qualified educators. 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. 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.

Attributes that any visitor will witness when they step on to our campus are respect, responsibility, resilience and kindness. All Cooper Staff and students model these attributes constantly and work with each other under alignment of being safe, respectful, responsible, and kind. With continued focus and effort, we at Johnston Cooper, continue to be a school of high caliber due to student and teacher engagement in learning that is going on at all times.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	57
Grade 1	39
Grade 2	51
Grade 3	58
Grade 4	71
Grade 5	59
Total Enrollment	335

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	55.6
Non-Binary	0.3
American Indian or Alaska Native	0.3
Asian	3.1
Black or African American	25.6
Filipino	8.8
Hispanic or Latino	55.9
Native Hawaiian or Pacific Islander	0.9
Two or More Races	7.5
White	0.9
English Learners	30.3
Foster Youth	0.9
Homeless	5.9
Socioeconomically Disadvantaged	85.6
Students with Disabilities	15

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.

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)	11.9	74	378.2	71.26	234405.2	84
Intern Credential Holders Properly Assigned	2.2	14.24	22.4	4.23	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.6	3.73	64.6	12.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	1.87	29.9	5.64	11953.1	4.28
Unknown/Incomplete/NA	1	6.22	35.4	6.69	15831.9	5.67
Total Teaching Positions	16	100	530.7	100	279044.8	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.

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)	7.6	52.85	360.5	68.03	231142.4	83.24
Intern Credential Holders Properly Assigned	2	13.89	14.6	2.76	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.5	17.36	83.1	15.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.2	8.96	28.1	5.32	11746.9	4.23
Unknown/Incomplete/NA	1	6.94	43.4	8.2	14303.8	5.15
Total Teaching Positions	14.4	100	529.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.10	1	
Misassignments	0.50	1.5	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.60	2.5	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	
Local Assignment Options	0.30	0.2	
Total Out-of-Field Teachers	0.30	1.2	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.5	5.5	5.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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.

2025-26 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	November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Journeys/2017	0
Mathematics	Amplify Desmos Math 2026	0
Science	K-5th: Twig Science/2020	0
History-Social Science	Pearson myWorld /2019	0

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

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.

School Facility Conditions and Planned Improvements

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	July 2025

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

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	19	19	27	27	47	48
Mathematics (grades 3-8 and 11)	15	19	19	20	35	37

2024-25 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	197	194	98.48	1.52	19.07
Female	93	91	97.85	2.15	18.68
Male	104	103	99.04	0.96	19.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	64	63	98.44	1.56	17.46
Filipino	18	18	100.00	0.00	38.89
Hispanic or Latino	92	91	98.91	1.09	13.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	27.27
White	--	--	--	--	--
English Learners	51	49	96.08	3.92	8.16
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	183	180	98.36	1.64	18.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	40	100.00	0.00	5.00

2024-25 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	196	193	98.47	1.53	19.17
Female	92	91	98.91	1.09	14.29
Male	104	102	98.08	1.92	23.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	64	63	98.44	1.56	15.87
Filipino	18	18	100.00	0.00	50.00
Hispanic or Latino	92	91	98.91	1.09	13.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	51	49	96.08	3.92	10.20
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	182	179	98.35	1.65	17.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	40	100.00	0.00	7.50

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	9.8	13.11	13.92	15.11	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	61	98.39	1.61	13.11
Female	24	23	95.83	4.17	4.35
Male	38	38	100.00	0.00	18.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	18	17	94.44	5.56	5.88
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	17.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	12	100.00	0.00	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	58	98.31	1.69	13.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

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 5	87.3	50.8	88.9	88.9	84.1

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.

2025-26 Opportunities for Parental Involvement

At Johnston Cooper, families are valued partners and advocates for the success of our students and school programs. We encourage families to take an active role in many parent engagement opportunities: School Site Council (SSC), English Learners Advisory Council (ELAC), and Parent Teacher Association (PTA). Our SSC provides families the opportunity to partner with the site to oversee school improvement programs. In conjunction, our ELAC supports the needs of our growing population of Multi-Language Learner students that attend our school. Our growing PTA supports organizing social events, family-oriented activities, and collaborative projects to bring our family, teacher and student communities together. Cooper is also a California Community School that emphasizes building and bridging stronger connections between students, families, educators, and community partners. In addition to our SSC, ELAC, and PTA, Cooper holds monthly advisory council meetings that guide decisions within the Community School realm alongside developed needs from given reflective assessments to our stakeholders.

Families are also encouraged to complete the process to become a volunteer through VCUSD's website. Through the volunteer process, we encourage families to support in our classrooms, student safety before and after school, and help in supporting and running clubs and activities. Additionally, we aim to provide monthly events that bridge our families, community, and students together. These events are not limited to Family Nights, Showcases, Schoolwide Events, and Field Trip opportunities. We at Johnston Cooper continually strive to improve our connection and quality of support with our families.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.21%	1.32%		7.67%	6.2%		3.6%	3.28%	

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.05%	0.05%		0.08%	0.07%	

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 Suspensions and Expulsions by Student Group

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

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.

2025-26 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 November 2025. The goal is to align our plan with the district's policies and practices. Regular safety 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.

We at Cooper focus on building relationships with every student and family so that they feel comfortable coming to us when they are having a difficult time in a situation. Our office has an open door policy with families so that we can build a partnership to support students. Our school is aligned with the VCUSD Multi-Tiered Systems of Support (MTSS) model and has implemented Positive Behavior Intervention and Success (PBIS) strategies to enhance safety and intervention strategies on our campus. Cooper also focuses on supporting the mental health safety and well-being of our staff and students with a full time Mental Health Support Provider (MHSP), Psychologist, and Wellness Center on our campus. Our MHSP provides ongoing support and resources for our students, aligned with program support and connections with the PAX Good Behavior Game, Kimochi's and connections to Vallejo and Solano County Health Resources, to improve the socio-emotional safety and well-being of our students.

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.

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

2023-24 Elementary 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 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	19	1	1	0
1	19	1	2	0
2	17	1	2	0
3	14	2	2	0
4	18	2	1	0
5	10	4	0	0
6	1	6	0	0
Other	4	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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

2024-25 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	

2024-25 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$6,976.74	$3,210.74	$3,766.00	$75,546
District	N/A	N/A	12426	$85,560
Percent Difference - School Site and District	N/A	N/A	-107.0	-10.8
State	N/A	N/A	$11,146	$101,084
Percent Difference - School Site and State	N/A	N/A	-96.4	-22.5

Fiscal Year 2024-25 Types of Services Funded

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

Understanding that teachers play a pivotal role in the success of our students, Cooper allocates resources to support on-going professional learning opportunities. Teachers meet weekly to discuss student learning and are provided extended time to collaborate and strengthen the curriculum and their instruction. Support, intervention programs, and materials are provided to students who need help in accessing and making progress in the core curriculum. Staff engagement and learning is constantly supported through our on-site Teacher Leader who provides ample coaching opportunities to engage our teaching staff as lifelong learners as well.

Fiscal Year 2024-25 Types of Services Funded

Additionally, we have many support staff at Cooper that continuously work in our story of success. Our Community Schools Coordinator provides access to create strong partnerships with our family and community in different events and activities that lend itself to our SSC, ELAC, PTA, and Volunteers. Our on-site Mental Health Support Provider, Psychologist, and Child Welfare Attendance Laisons continue to provide access to socio-emotional learning and services that support all our students and families for access to learn at school everyday. Our full-time bilingual tutor provides additional support for our growing population of Multi-Language Learners and our connection with the Hey Tutors program allows additional support to students with academic needs. We are fortunate as well to have dedicated individuals such as our substitutes, noon duties, library/speech tech staff on-site that go above and beyond in supporting our students in hosting various daily clubs, student leadership, and activities, to ensure our students are safe and given the best experiences at school. Finally, Johnston Cooper hosts a dynamic after-school program that focuses on enrichment and academics - approximately 120 students are currently enrolled in this program and there is always a waiting list of students wanting to participate in the program.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$59,813	$62,145
Mid-Range Teacher Salary	$85,679	$97,088
Highest Teacher Salary	$111,308	$120,436
Average Principal Salary (Elementary)	$140,845	$151,343
Average Principal Salary (Middle)	$142,764	$159,514
Average Principal Salary (High)	$157,447	$177,261
Superintendent Salary	$306,368	$294,805
Percent of Budget for Teacher Salaries	22.7%	29.95%
Percent of Budget for Administrative Salaries	5.54%	5.4%

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 teaching staff at Johnston Cooper are provided with Professional Learning opportunities for 7 hours per month. In prior school years, teaching staff participated in Professional Learning on the following topics: Multi-Tiered Systems of Support (MTSS), Positive Behavior Intervention Strategies (PBIS), Social Emotional Learning (SEL), Common Core State Standard Instruction in ELA & Math along with CORE phonological reading strategies which has been a strong focus for all VCUSD schools. Since Spring of 2020, Johnston Cooper's 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 reflect on feedback, analyze data, student work, and plan for upcoming core instruction.

Voluntary Professional Learning opportunities are also offered by District staff through a series of workshops focusing on common core instruction. Additionally, 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 Learning opportunities.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	30