

Cooper School Accountability Report Card Reported for School Year 2006-07 (Published During 2007-08)

Cooper Elementary School

Address: 750 Christine Dr. , Vacaville CA 95687-4163

Phone: (707) 453-6210

Principal: David Robertson

Grade Span: K - 6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The vision for Cooper School is to create resilient, critical thinkers who are successful academically, emotionally and socially. Our mission, as a partnership of families, community, staff and students, is to ensure that every child acquires an excellent academic foundation and becomes a responsible, respectful individual who desires to learn; through a challenging, standards-based curriculum delivered by an innovative, knowledgeable and caring staff in a safe, positive environment.

It is the belief that "It's always a sunny day at Cooper", that contributes to the staff's positive approach to education. The entire school staff at Cooper is dedicated to providing a comprehensive academic program for students in a caring and positive environment. Our school goals are aligned with District and California State Standards in all curriculum areas. We offer a computer lab with a certificated specialist, an active student council, a school garden, service projects, after school tutoring and intervention, student clubs, and many extracurricular activities. Cooper places importance on the academic, social, and emotional development of its students. Our Second Step program of character development embraces respect for others and diversity and ensures our students learn positive behaviors and become responsible and caring citizens. Teachers often arrive early and stay late, providing assistance to students, working collaboratively, and planning their program.

Cooper, "Home of the Comets", is one of Vacaville Unified School District's ten elementary schools. Our K-6 school enjoys its growing ethnically diverse student body. On our playground, students of different cultures, ages and gender play together happily.

Cooper School is known as an innovative, technologically-advanced, and academically successful school. We provide rigorous standards-based instruction and utilize data to guide that instruction. Our standards-based academic program includes components to reach all students regardless of background, ability, or learning style. Our school plan is reviewed and modified annually to assure that goals and resources achieve student success.

The large staff includes 79 employees: 42 credentialed educators, 2 administrators, 3 clerical office assistants, 11 full and part-time specialists, 5 special education paraprofessionals, 3 custodians, 7 noon supervisors and 6 additional support staff. All of them are an integral part of our positive school culture. Cooper currently has 841 students but the Cooper community is made up of all of our stakeholders.

Our staff works cooperatively, sharing resources and activities. Our staff strives for excellence, and their caring, collaboration, and collegiality are evident. Our staff treats students, parents and each other with courtesy and respect. This positive modeling influences student behavior and attitudes. Our school climate is one of trust, support and professionalism. We truly believe that "It's always a sunny day at Cooper".

Student Enrollment

Group	Enrollment
Number of students	823
African American	9.84 %
American Indian or Alaska Native	0.85 %
Asian	4.13 %
Filipino	4.98 %
Hispanic or Latino	13.24 %
Pacific Islander	2.19 %
White (not Hispanic)	62.7 %
Multiple or No Response	2.07 %
Socioeconomically Disadvantaged	1.22 %
English Learners	0.49 %
Students with Disabilities	1.09 %

Teachers

Indicator	Teachers
Teachers with full credential	47
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Department Office, 353 Brown Street, Vacaville, CA, and at the Facilities Department Office at 343 Brown Street, Vacaville, CA. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Repairs Needed: **None**

Corrective Actions Taken or Planned: **None**

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,134
District	\$4,454
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	65%
Math	70%
Science	54%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	853
Statewide Rank (from 2007 API Base Report)	8
2007-08 Program Improvement Status (PI Year)	No

2006-07 Cooper School Accountability Report Card Reported (SARC) (Published During 2007-08)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://www.cde.ca.gov/ta/ac/sa/ap1/http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Cooper Elementary	District Name	Vacaville Unified
Street	750 Christine Dr.	Phone Number	(707) 453-6117
City, State, Zip	Vacaville , CA 95687-4163	Web Site	www.vacavilleusd.org
Phone Number	(707) 453-6210	Superintendent	John Aycock
Principal	David Robertson	E-mail Address	jaycock@vusd.solanocoe.k12.ca.us
E-mail Address	davidr@vacavilleusd.org	CDS Code	48-70573-6110241

School Description and Mission Statement

This section provides information about the school's goals and programs.

The vision for Cooper School is to create resilient, critical thinkers who are successful academically, emotionally and socially. Our mission, as a partnership of families, community, staff and students, is to ensure that every child acquires an excellent academic foundation and becomes a responsible, respectful individual who desires to learn; through a challenging, standards-based curriculum delivered by an innovative, knowledgeable and caring staff in a safe, positive environment.

Cooper's overarching theme for the 2007-2008 school year is centered on the acronym SAFE. This acronym helps all stakeholders remember that:

Cooper is a...

Safe and fun place to learn where

Academic excellence is achieved.

Families, students and staff work cooperatively.

Everyone protects and promotes a positive school and global environment.

Success for all students at Cooper starts with our vision and mission statement and our collaborative work with the district's strategic plan. They are the cornerstone concepts guiding the decisions made by all stakeholders to assure a clear and unwavering passion to meet the needs of all students. The three interconnecting components – rigorous standards; curriculum, instruction and academic support; and assessments and accountability – are critical to the success of students at Cooper School.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

One of the benchmarks of Cooper School has been parent involvement. Over twenty volunteers a day can be found on campus. Parents offer support and guidance to the school through their participation on site planning councils, PTO, School Site Council, in classrooms, through the art docent program and the library. Our parents provide supportive home environments, which place a high value on learning and support school goals.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	102
Grade 1	117
Grade 2	114
Grade 3	117
Grade 4	110
Grade 5	142
Grade 6	121
Total Enrollment	823

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	9.84 %	White (not Hispanic)	62.7 %
American Indian or Alaska Native	0.85 %	Multiple or No Response	2.07 %
Asian	4.13 %	Socioeconomically Disadvantaged	1.22 %
Filipino	4.98 %	English Learners	0.49 %
Hispanic or Latino	13.24 %	Students with Disabilities	1.09 %
Pacific Islander	2.19 %		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			2005-06			2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	5			19.3	6			20.0	5		
1	22.0	7	2		19.2	9			19.3	7		
2	19.2	6			18.5	6			18.4	8		
3	29.7		3		19.2	6			18.7	7		
4	32.0		2	1	31.5		4		30.3		4	
5	29.8		4		32.7		2	1	30.0		4	
6	33.0		1	4	29.3		4		30.3		4	
K-3	20.0	1			19.0	1						
3-4	29.0		1									
4-8					28.0		1		28.0		1	

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Cooper School prides itself in providing a positive and disciplined learning environment for all students. School expectations for student behavior are communicated to parents and students at the beginning of each school year. The climate for learning at Cooper is outstanding. Many programs and activities beyond the classroom make students and parents feel connected to the school. Student safety at Cooper is addressed in a number of ways. School rules are emphasized on a regular basis and a school discipline plan is in place. Regularly scheduled fire and disaster drills are conducted and a comprehensive disaster response plan has been developed. Routine safety checks of play equipment and facilities are made. Cooper has received awards for outstanding safety and facility management. The School Safety Plan addresses the following areas: 1) child abuse reporting procedures, 2) disaster procedures, routine and emergency, 3) policies relating to suspension and expulsion, 4) notification to teachers of students with Education Code Section 48900 violations, 5) sexual harassment, 6) school-wide dress code, 7) safe ingress and egress of pupils, parents, and staff, 8) maintaining a safe and orderly school environment, and 9) school discipline – rules and procedures.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	4.8	2.5	4.0	13.5	16.0	16.7
Expulsions	0.0	0.0	0.0	0.4	0.2	0.4

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Age of School Buildings:

Cooper Elementary School has 20 permanent and 19 portable classrooms, a multipurpose room, a library, and an administration building. The main campus was originally built in 1991. Portable classrooms were added in 1996 for Class Size Reduction. Portable classrooms have been added over the years to accommodate growth.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule:

The district follows cleaning standards for all schools in the district. A summary of these standards is available at the Maintenance Department at 353 Brown Street, Vacaville. The Custodial Supervisor works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year, the district has budgeted approximately \$450,000.00 for the deferred maintenance program. This represents 1/2 percent of the district's general fund budget. In addition, the District receives a dollar-for-dollar State match, which would total approximately another \$450,000.00, for a total Deferred Maintenance Program budget of \$900,000.00 for the District.

Deferred Maintenance Projects:

For the 2006/07 school year, the district's governing board has approved deferred maintenance projects for this school that will result in the installation of new carpet and roofing. This is taking place during the modernization project during the summer of 2007. The district's complete deferred maintenance plan is available at the district office at 751 School Street and at the Maintenance Department Office at 353 Brown Street..

Modernization Projects:

In the summer of 2007, local bond funds from Measure V are planned to be used to provide renovation on the school. Work is scheduled to be completed in summer, 2007. The completed work includes: Install running water and sinks in portable classrooms; improve drainage on playground; upgrade door handles in classrooms for student and teacher safety; install telephone system in classrooms for security; upgrade existing older portable classrooms with new carpeting, tackable wall surfaces, ceilings, and entrance ramps; repair exterior doors that no longer seal completely; complete data network wiring as needed.

New School Construction Projects:

None

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Exemplary			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	44	48	47	669
Without Full Credential	0	1	1	25
Teaching Outside Subject Area of Competence	---	---	---	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	89.4	10.6
All Schools in District	91.7	8.3
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	91.0	9.0

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.2	N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	1:1	0%
Mathematics	1:1	0%
Science	1:1	0%
History-Social Science	1:1	0%

Subject	Grade	Text	Publisher	Date Board Approved
* Reading/ Language Arts	K-6	<u>Houghton Mifflin Reading California</u>	Houghton Mifflin	3/21/02
Mathematics	K-6	<u>Houghton Mifflin Mathematics</u>	Houghton Mifflin	5/31/01
Science	K-5	<u>Harcourt Science</u>	Harcourt	5/3/01
Science	6	<u>Earth</u>	Holt	1/26/01
Social Studies	K-5	<u>Harcourt Brace Social Studies</u>	Harcourt Brace	8/5/99
	Gr 6	<u>Discovering Our Past: Ancient Civilizations CA Edition</u>	Glencoe Div of McGraw Hill	5/18/2006

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,944	\$810.33	\$4,134	\$43,543
District	N/A	N/A	\$4,454	\$52,454
Percent Difference – School Site and District	N/A	N/A	0.07	0.16
State	N/A	N/A	\$4,943	\$59,934
Percent Difference – School Site and State	N/A	N/A	0.16	0.27

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Description	Resources	Function	Goal	Amount
Special Education	3310-3315- 3320-6500-7240			421,587.51
Class Size Reduction	1200-1300			79,508.07
Home to School Transportation	7230			
Bilingual Program (including Economic Impact Aid, Title I ELAP)	3020-4201- 4203-7091-6286			
School Based coordinated Program	7250-7395			125,478.90
Gifted and Talented Education	7140			
Vocational Education	7010-3550-6350			
Pupil Services (Counseling, Health Services, Psychologists)		3000		4,692.39
Alternative Education (including Opportunity Classes, Independent Study)			3400- 1155,3100	
Total				631,266.87

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$31,982	\$38,478
Mid-Range Teacher Salary	\$51,848	\$60,735
Highest Teacher Salary	\$70,399	\$76,906
Average Principal Salary (Elementary)	\$88,485	\$96,766
Average Principal Salary (Middle)	\$95,721	\$102,730
Average Principal Salary (High)	\$98,950	\$110,489
Superintendent Salary	\$149,200	\$169,243
Percent of Budget for Teacher Salaries	44.46 %	41.86 %
Percent of Budget for Administrative Salaries	5.76 %	5.22 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	59	65	65	43	48	48	40	42	43
Mathematics	66	69	70	39	43	42	38	40	40
Science	34	42	54	34	39	42	27	35	38
History-Social Science				37	41	36	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African American	50	56	60
Asian	81	85	*
Filipino	68	77	*
Hispanic or Latino	56	64	43
Pacific Islander	82	73	*
White (not Hispanic)	68	73	54
Male	62	72	57
Female	68	69	50
Economically Disadvantaged	40	52	23
English Learners	13	39	*
Students with Disabilities	21	31	12

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	61	47	57	49	51	48	41	42	42
Mathematics	65	69	74	55	59	58	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in

reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	35	59
Hispanic or Latino	62	75
White (not Hispanic)	61	75
Male	48	67
Female	68	82
Economically Disadvantaged	16	58
Students with Disabilities	31	38

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	40.4

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	6	11	6	853
White (not Hispanic)	0	16	5	866
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	17.6

X. Instructional Planning and Scheduling

Professional Development

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

Cooper has maintained a strong commitment to providing opportunities for professional development. Professional development is differentiated and is based on student and teacher needs. The professional development plan is clearly connected to the single site plan for student achievement. Each grade level has specific *smart goals* on which they have collaborated and reached consensus. As an example, in the literary response and analysis cluster of English/Language Arts, 5th grade teachers will increase the number of students who are proficient or advanced by 7. This *smart goal* will be attained using the core anthology, novels, and test preparation materials through small and whole group instruction. Progress will be monitored by monthly assessments, success on test preparation materials, and teacher observation. A 4th grade *smart goal* targets written and oral conventions. The teachers plan to increase the percentage of students who are proficient or advanced from 69 percent to 72 percent. These *smart goals* drive our professional development plan.

Our most effective professional development occurs weekly during grade-level collaboration. During this time teachers work in a *Professional Learning Community* to share best practices, create common assessments, and collaborate to determine the most effective strategies to improve student learning. Our data analysis of cluster scores, benchmark exams, and behavior directs our professional development. Our Wednesdays, as part of the cycle of inquiry, are designed to provide two hours of grade-level and two hours of cross grade-level collaboration every month.

At Cooper, after reviewing STAR data and local assessments, grade-level collaboration focuses specifically on ELA and math strands where gains are minimal or scores seem to be stalled and on trends that need to be addressed to assure student progress. To better assist teachers in ELA and math instruction, the district provided substitutes and paid for teachers to receive SB 472 training in both areas and for district administrators to receive AB 75 training. Most teachers

at Cooper have received the ELA training and several have received training in math. We use the core program to provide universal access to all students in the primary grades. Our 1st grade teachers are also using SIPPS as an added intervention for some struggling students beyond the core instruction. Many of our teachers have participated in the district's early literacy training (CLIP). All of our staff members have been trained to administer and score reading records. Our local formative assessments help teachers focus instruction and better use daily intervention time. Writing standards are also a focus and all of our staff has been trained to administer and score the writing proficiency test using a district-developed rubric which is aligned with state standards. At their grade-level meetings, teachers analyze student writing to focus instruction and plan strategies to improve students' writing skills.

Outside professional development is also provided in a variety of ways. Several staff members have attended national conferences, such as the Association of Curriculum and Development and the International Reading Association; state conferences, such as the Association of California School Administrators and California Early Literacy; and individual conferences on classroom management and physical fitness conferences. Our district is a member of the Yolo/Solano BTSA Consortium which provides mentoring and support for all new teachers. This districtwide support is coordinated by a Cooper kindergarten teacher.

The rapid changes in technology dictate that we design a planned approach to providing professional development. Cooper has a certificated teacher who provides instruction using technology in the computer lab. While his primary focus is on students and student learning, he also provides our teachers with invaluable support in technology. He supports staff in the use of technology programs such as *Edusoft* and *Accelerated Reader* that are available on our campus. In addition, our principal's previous experience as a district technology coordinator allows him to support teachers with the increased use of technology. All teachers at Cooper use email daily to communicate with parents, students and staff. The daily bulletin is posted on the Cooper Intranet and is visible to teachers as they log onto their computers to take attendance electronically. Our investment in technology (hardware and software) has been a large part of Cooper's innovation and success.

At Cooper we realize it is important to understand the barriers to learning and develop action plans to resolve them. The core members of our action team received the Masonic training (MSAP) that looks at all barriers to learning, not just academics. This allows us to focus on the core issue or barrier to a student's progress and develop a plan of action based on all available resources to resolve the problem. This model aligns with the Response to Intervention (RTI) program. During this process we look at how we align interventions in academic, behavior, attendance and social areas to improve student performance. The intervention starts within the classroom with support from staff to meet the individual needs of our children.

Approximately 12 percent (100 students) of our student body has qualified for our Gifted and Talented Education (GATE) program. Each year a teacher on staff serves as a GATE site liaison to the district. This is an important role which allows collaboration with other elementary sites and the District GATE Coordinator. Our GATE Site Liaison provides our staff with professional development on differentiated instruction and technology, coordinates GATE activities at our school, and acts as liaison to the parents of our GATE students. At Cooper our GATE site liaison provides professional development using multimedia, scanners, and digital cameras to support the creation of websites and newspapers. GATE students are clustered in mainstream classrooms with teachers who have had experience working with gifted children. This format allows teachers to provide enrichment activities in the form of individualized projects, accelerated content area, and differentiated instruction. In upper grades, teachers use math contracts to accelerate and challenge beyond the core curriculum. These contracts have been an ongoing collaborative project for years and demonstrate our staff's ability to work together to improve student achievement.

Staff professional development is aligned with our Single Plan for Student Achievement Site Based Strategic Plan. All staff is involved in the school's strategic planning process through the grade-level goals that they create to meet the goal of proficiency for all students in ELA and Math by 2013. Teachers are encouraged to attend conferences to learn new strategies and skills to address the standards. Conferences like CELL, California Association for the Gifted, the Asilomar Math Conference, the West Coast Literacy Conference and various grade-level or subject-matter conferences all support professional growth and provide staff with additional tools to meet our goals. Whenever a teacher or a team attends a training or conference, they return and share their new knowledge at staff and grade-level meetings. For example, our kindergarten teachers attended CELL and have shared this training with others. Now we are interested in

bringing this training to Cooper to improve students' reading and writing. It is within the Professional Learning Community and the time on Wednesdays that teachers share ideas, lessons, and materials with one another on an ongoing and informal basis. When we implement a new program at Cooper, all staff who will be impacted, certificated and classified, participate in the training.

As part of our evaluation process, every teacher selects one standard from Standards 1-5 of the California Standards for the Teaching Profession (CSTP) as the focus for their observations. In addition, every teacher shows evidence that their work on Standard 6, *developing as a professional educator*, is ongoing. These standards form the foundation for our evaluation process, and excellence in teaching is the goal. To promote constant improvement, teachers are encouraged to participate in peer observations to improve their skills as well.

It is important that we utilize our resources and focus on effective staff development activities. Kindergarten teachers have seen an improvement in student writing since they implemented the ideas from the CELL conference. Our teachers utilizing *Guided Language Acquisition and Development* (GLAD) strategies find that they are not only appropriate for EL students, but they also make the curriculum more interesting and accessible to all of their students.

Our teachers received training in the Accelerated Reader (AR) program several years ago. This program is utilized throughout our school, especially in grades 2nd through 6th. In *What Really Works for Struggling Readers* by Richard Allington, the author's research shows that the amount of time spent reading is a key factor in reading progress. AR provides the data, through comprehension tests, to assure that our students are developing reading skills. Cooper students are consistently challenged to read. Teachers individualize instruction by setting personal goals for each student. The ultimate goal for a 6th grader at Cooper is to read a million words in a school year. Cooper has more than 8,700 quiz titles from which students may choose. After selecting a book to read, they take a comprehension quiz on the computer. The titles and their associated reading levels are listed on the school's web site to aid students and parents. By analyzing the data through reports generated by the AR program, teachers can quickly and accurately see students' progress. The reports generated by the program are sent home to parents to share excellence or encourage additional reading support from home. This home-school partnership ensures that everyone is responsible for learning and shows that it is deeply valued at Cooper.

All of our staff is highly qualified by NCLB standards. The administrative team has reviewed all of the teaching staff's professional development and has assisted those teachers who need quality staff development which focuses on improving student achievements. Our English Language learners are instructed by teachers who are trained in the techniques and strategies needed to ensure effective second language development.

Our music and band teachers have all had extensive professional experience in the arts, and all of them are involved in ongoing training to improve their skills and their teaching. They bring this expertise to their students, and their passion united with their skills makes the musical arts at Cooper a rich and positive experience for our students.

Classified staff is also given opportunities to participate in quality staff development through district training and other conferences. Staff members have attended conferences on information management, human relations, and technology. Our office staff has attended the AERIES conference and Excel training this year to assist them in their work on attendance, discipline, and enrollment. As staff work to do their very best, they seek out quality professional development to assist them.

The Vacaville Unified School District and Cooper School have committed time, energy, and financial resources to professional development with the intent of improving instruction and moving all of our students to proficient levels. Our grade-level leaders have been trained in the cycle of inquiry and we continue to look at additional opportunities to support schoolwide professional development.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes
	Offered
K	36,000
1	52,220
2	52,220
3	52,220
4	55,365
5	55,365
6	55,365