

Cooper Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Tina Ahn, Principal

Principal, Cooper Elementary

About Our School

Cooper Elementary is a large K-6 school in Vacaville, California. We have a very diverse student body and find that to be a unique and positive aspect of our school. At Cooper, our teachers and parents partner together to create a culture of high academic expectations while stressing the importance of good character and values. To become a 21st century school, we are working towards outfitting the classrooms with interactive instructional tools such as transforming whiteboards into interactive smart boards with interactive projectors and flexible seating arrangements. Many teachers have implemented blending learning through Google classroom and other educational technology. Cooper is starting the process of building STEM education through the Next Generation Science Standards in our daily instruction. We are committed to challenging our students while providing them with a supportive school environment. Each child's learning process, growth, personality, and uniqueness are respected and celebrated. We welcome parent support and involvement in every aspect of our school. Parents can be seen on campus and in the classrooms throughout the day. We also have a strong PTO which helps with financial support as well as planning and facilitating many educational and fun extracurricular activities for our families and student body. Cooper is an outstanding school in which many who take part in it are proud to be a Cooper Comet.

Contact

Cooper Elementary
750 Christine Dr.
Vacaville, CA 95687-4163

Phone: 707-453-6210
E-mail: tinaa@vacavilleusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
E-mail Address	janes@vusd.solanocoe.k12.ca.us
Web Site	http://www.vacavilleusd.org

School Contact Information (School Year 2018—19)	
School Name	Cooper Elementary
Street	750 Christine Dr.
City, State, Zip	Vacaville, Ca, 95687-4163
Phone Number	707-453-6210
Principal	Tina Ahn, Principal
E-mail Address	tinaa@vacavilleusd.org
Web Site	http://cooper.schoolloop.com/
County-District-School (CDS) Code	48705736110241

Last updated: 1/3/2019

School Description and Mission Statement (School Year 2018—19)

Cooper Elementary School is a high performing elementary school of approximately 800 students. The school is located in Vacaville Unified School District in the southern part of the city. Cooper Elementary School was opened in the fall of 1991 and is one of ten elementary schools in the city of Vacaville. It has been recognized as a California Distinguished School and it upholds its reputation as a high performing school. Cooper School welcomes the Vacaville Community to its encompassing embrace of all students inside and outside of city boundaries and offers a small-school feel in a large school environment. Students are known by name and by need. We have a very diverse student body and find that to be a unique and positive aspect of our school. At Cooper Elementary School each students' learning process, growth, personality, and uniqueness are respected and celebrated. Cooper Elementary School was built in collaboration with the City of Vacaville Parks and Recreation, which included building a park adjoining the school property. Students enjoy the flexibility offered by Cooper School Park. The multiplicity of use by the school and community continues today.

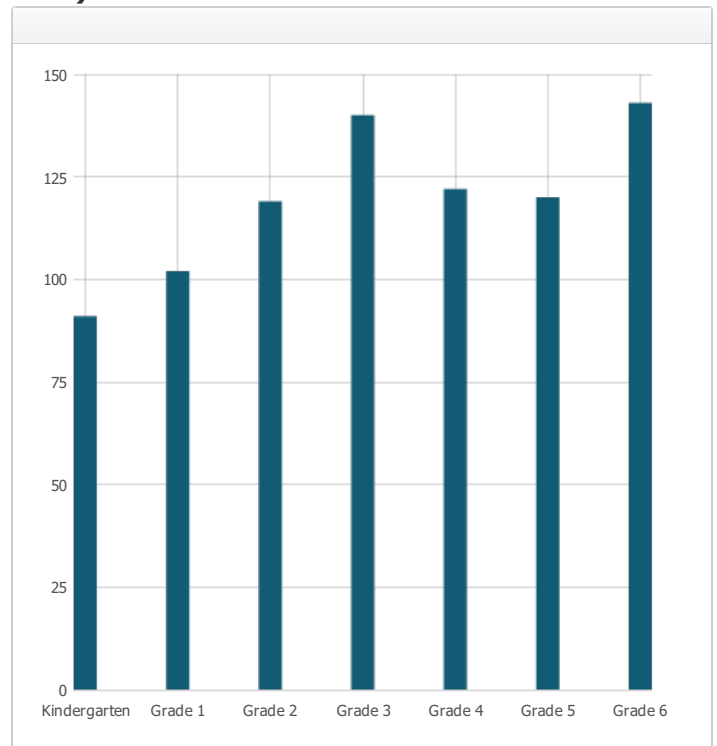
Teachers work diligently to ensure that every child acquires an excellent academic foundation and becomes a responsible, respectful individual who desires to learn through a challenging, standards-based curriculum delivered by an innovative, knowledgeable and caring staff in a safe and positive environment. As a 21st century school we have included interactive instructional tools such as Interactive Projectors. Teachers work diligently building Google Classrooms, blended learning, and creating lessons to implement Next Generation Science Standards in their daily instruction.

The mission of Cooper Elementary School is to develop a partnership with families, community members, staff and students to create a culture of high academic expectations while stressing the importance of good character and values.

Last updated: 1/14/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	91
Grade 1	102
Grade 2	119
Grade 3	140
Grade 4	122
Grade 5	120
Grade 6	143
Total Enrollment	837



Last updated: 1/14/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	6.7 %
American Indian or Alaska Native	0.2 %
Asian	5.5 %
Filipino	5.6 %
Hispanic or Latino	27.8 %
Native Hawaiian or Pacific Islander	1.0 %
White	42.2 %
Two or More Races	9.8 %
Other	1.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	32.6 %
English Learners	5.6 %
Students with Disabilities	9.9 %
Foster Youth	0.1 %

A. Conditions of Learning

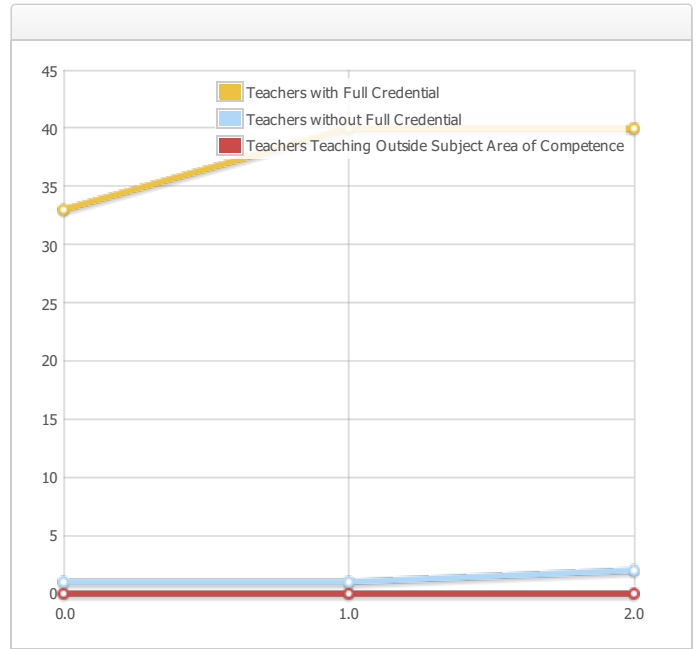
State Priority: Basic

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

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	33	40	40	593
Without Full Credential	1	1	2	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures (MacMillan/McGraw -Hill) Gr. K-5 SpringBoard (College Board) Gr. 6	Yes	0.0 %
Mathematics	Math in Focus (Houghton Mifflin) Gr. K Go Math! CA Edition (Houghton Mifflin) Gr. 1-6	Yes	0.0 %
Science	California Science (MacMillan/McGraw -Hill)	Yes	0.0 %
History-Social Science	History/Social Science (Houghton Mifflin) Gr. K-5 Ancient Civilizations CA Edition (Glencoe) Gr. 6	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/3/2019

School Facility Conditions and Planned Improvements

This school has a lower percentage at 81.77% but is still in good repair. There are a large number of non-critical deficiencies from minor wear and tear and are in the process of being mitigated.
 There are no major facility improvements planned at this time.
 The bulk of the deficiencies are related to ceiling tiles, flow issues at faucets, paint issues and plug in air-fresheners. All deficiencies will be eliminated by the end of the summer break, 2019.

Last updated: 1/3/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	All damaged ceiling tiles will be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	All unsecured items will be either secured or removed.
Electrical: Electrical	Poor	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	All faucet and drinking repairs will be made as soon as possible.
Safety: Fire Safety, Hazardous Materials	Poor	All candle warmers, air plug ins and diffusers will be removed immediately. All unauthorized chemicals will be removed.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Fair
----------------	------

Last updated: 1/3/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	56.0%	62.0%	50.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	54.0%	55.0%	38.0%	39.0%	37.0%	38.0%

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

Note: 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.

Last updated: 1/14/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	536	533	99.44%	61.91%
Male	281	278	98.93%	56.47%
Female	255	255	100.00%	67.84%
Black or African American	42	42	100.00%	38.10%
American Indian or Alaska Native	--	--	--	
Asian	29	29	100.00%	75.86%
Filipino	29	29	100.00%	82.76%
Hispanic or Latino	160	159	99.38%	53.46%
Native Hawaiian or Pacific Islander	--	--	--	
White	203	201	99.01%	68.66%
Two or More Races	59	59	100.00%	59.32%
Socioeconomically Disadvantaged	186	185	99.46%	45.41%
English Learners	42	42	100.00%	33.33%
Students with Disabilities	59	59	100.00%	22.03%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

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

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

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

Last updated: 1/14/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	535	532	99.44%	55.26%
Male	280	277	98.93%	56.68%
Female	255	255	100.00%	53.73%
Black or African American	42	42	100.00%	42.86%
American Indian or Alaska Native	--	--	--	
Asian	29	29	100.00%	75.86%
Filipino	29	29	100.00%	75.86%
Hispanic or Latino	160	159	99.38%	44.65%
Native Hawaiian or Pacific Islander	--	--	--	
White	203	201	99.01%	62.69%
Two or More Races	58	58	100.00%	51.72%
Socioeconomically Disadvantaged	185	184	99.46%	47.83%
English Learners	42	42	100.00%	52.38%
Students with Disabilities	59	59	100.00%	22.03%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

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

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

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

Last updated: 1/14/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Last updated: 1/14/2019

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

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.2%	22.2%	23.1%

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

Last updated: 1/14/2019

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Cooper parents play a vital role in the daily educational experience of students as well as promoting special opportunities for Cooper students and families. Each day, over 20 Cooper parents and grandparents volunteer in classrooms under the supervision of the classroom teacher. There are room parents established in each classroom. Besides the daily preparation and special classroom events many parents guide small group instruction or review skills with individual students. Cooper parents also provide leadership and guidance in the English Language Advisory Committee (ELAC), Student Council, Site Safety Committee, School Advisory Committee, Cooper Comet Chorus, the annual Talent Show, 6th grade promotion committee, Cooper Student Store, and the Apex Fun Run fundraiser. The Parent Teacher Organization (PTO) has a strong presence at Cooper Elementary School. The PTO sponsored fundraisers provide for classroom technologies and other resources as well as reading and attendance incentives. Annual Family Math Nights are held where parents and students come together for a night of fun with math.

State Priority: Pupil Engagement

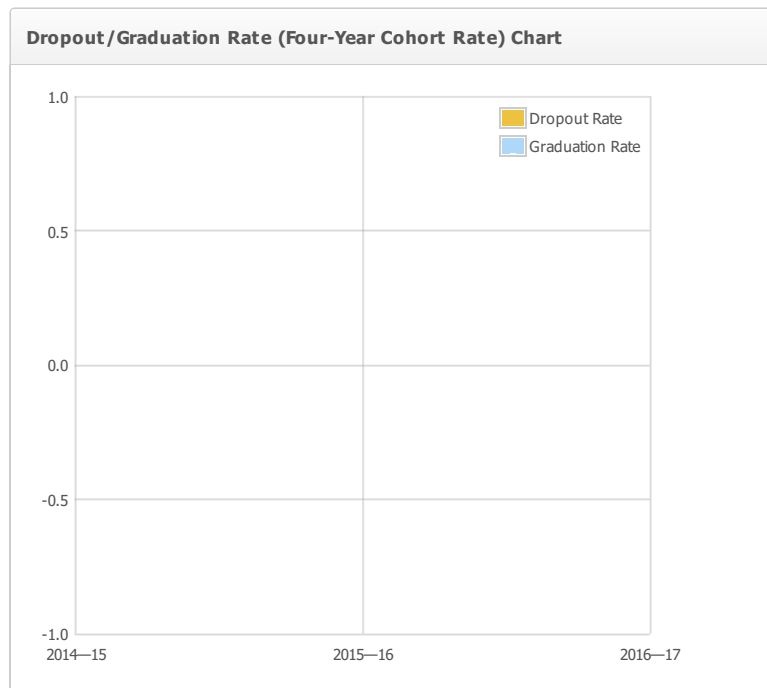
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	5.8%	5.4%	10.7%	9.7%
Graduation Rate	--	--	87.8%	89.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	5.3%	9.1%
Graduation Rate	--	87.6%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/14/2019

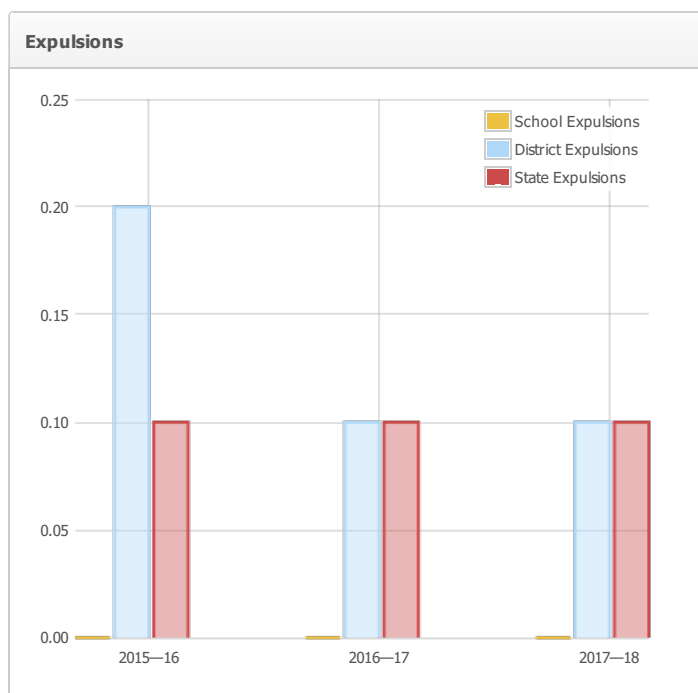
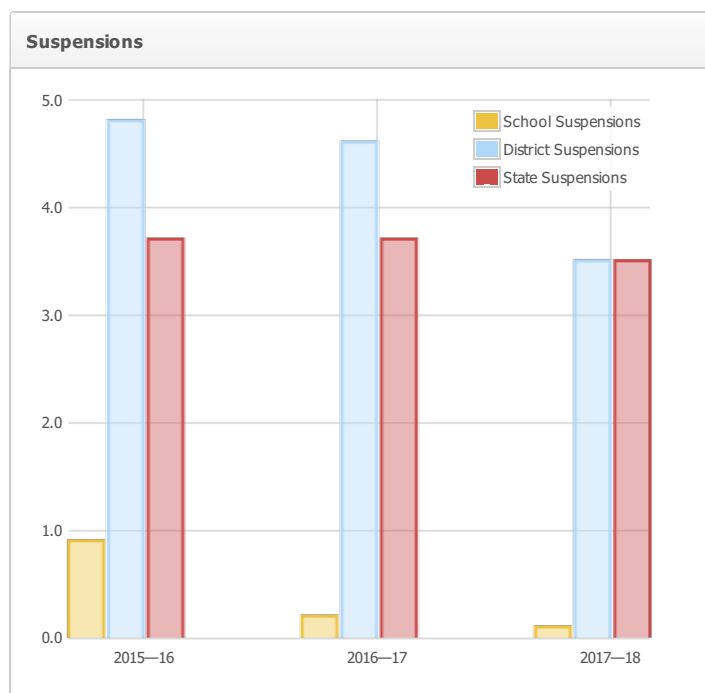
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.9%	0.2%	0.1%	4.8%	4.6%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/14/2019

School Safety Plan (School Year 2018—19)

Cooper School's Safety Plan was revised on 12/17/18 using data from the 2017-2018 school year. The document was presented to the School Advisory Committee/Safety Committee on 1/9/19 for review and approval. Cooper School's Safety Plan included four objectives to guide the instructional program and daily school culture for the 2018-2019 school year. The objectives are as follows:

Objective 1: Teachers and students will engage in 21st century learning through Common Core standards, Next Generation Science Standards, and technology.

Objective 2: Increase student safety and connectedness to the school committee while decreasing bullying behaviors through the implementation of Positive Behavior Interventions and Support System, the Break Room, the Game Room, and providing students the opportunity to volunteer in the Student Store.

Objective 3: Decrease the number of chronically absent students and increase the attendance of all students, thus increasing student learning and insuring opportunities for first good teaching. Implement home visits and look for opportunities to provide interventions for parents.

Objective 4: Increase safety of staff and students through facilities control and monitoring and practicing emergency drills.

Last updated: 1/14/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		5	
1	23.0		6	
2	24.0		5	
3	25.0		5	
4	25.0	1	5	
5	29.0		4	
6	27.0	1	4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		4	
1	23.0		5	
2	22.0		6	
3	22.0	1	5	
4	30.0		4	
5	28.0		5	
6	24.0	1	4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		4	
1	23.0		4	
2	23.0		5	
3	21.0	1	6	
4	30.0		4	
5	29.0		4	
6	25.0	1	5	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/14/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/23/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5943.0	\$401.4	\$5541.6	\$75789.0
District	N/A	N/A	\$6718.5	\$68635.9
Percent Difference – School Site and District	N/A	N/A	-21.2%	9.3%
State	N/A	N/A	\$6574.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-17.0%	-5.1%

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

Last updated: 1/24/2019

Types of Services Funded (Fiscal Year 2017—18)

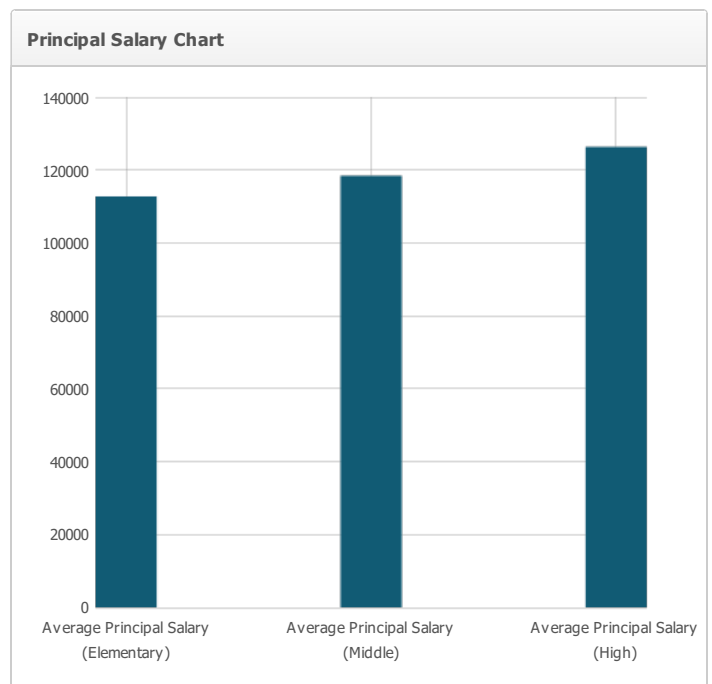
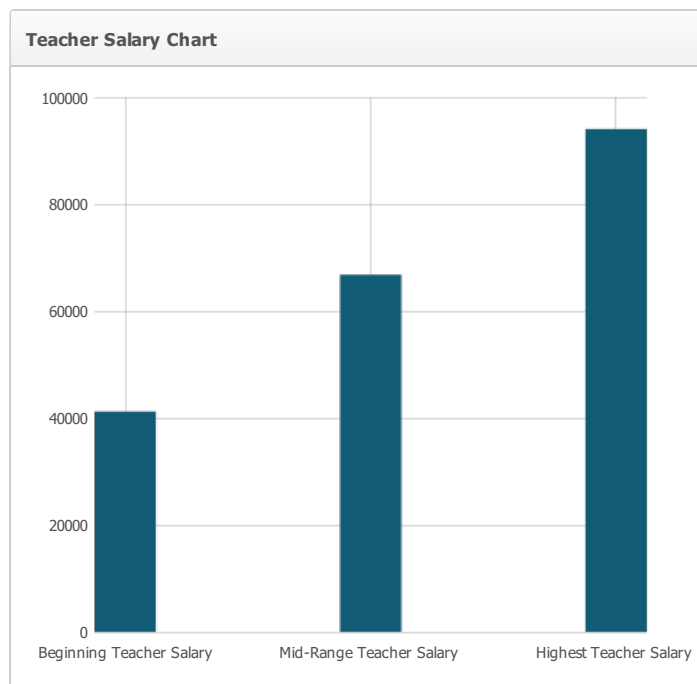
	Unrestricted	Restricted
1000 Certificated Salaries	2,782,081.82	237,269.44
2000 Classified Salaries	452,626.80	7,884.14
3000 Benefits	1,010,141.02	65,487.97
4000 Materials & Supplies	75,791.92	6,836.95
5000 Operating Expenses & Services	136,101.21	5,480.76
Less Object 3701-3702	(107,166.88)	(8,034.86)
Less Unrestricted Lottery	(1,484.18)	
TOTAL	4,348,091.71	314,924.40

Last updated: 1/23/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,197	\$49,512
Mid-Range Teacher Salary	\$66,784	\$77,880
Highest Teacher Salary	\$94,034	\$96,387
Average Principal Salary (Elementary)	\$112,765	\$123,139
Average Principal Salary (Middle)	\$118,443	\$129,919
Average Principal Salary (High)	\$126,363	\$140,111
Superintendent Salary	\$197,672	\$238,324
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/14/2019

Professional Development

Cooper teachers participate in various professional development opportunities offered by the district as well as the site. The 2017-2018 professional developments offered to VUSD teachers included Google Classroom, Google Forms, Google Slides, GoMath, Being a Writer, Next Generation Science Standards, Writing Collaboration Training, SpringBoard, Integrated ELD, and SBAC interim assessments. Currently, we are participating in a book study to learn more about Universal Design Learning (UDL). In addition, the teaching staff participates in professional development related to their area of expertise. Cooper's Special Education Team participated in SEIS and IEP Compliance Training. In addition to district professional development, site professional development included training on site technology training provided by Cooper's Technology Committee. Trainings included setting up Google classrooms, Google drive, Google forms, Google search tools and Keyboard shortcuts, Ed Puzzle, Classroom Dojo, Flip Grid, Sum Dog, Prodigy, and Flocabulary. Seven teachers have attended the AVID Summer Institute. General Education teachers also participated in Special Education training provided by specialists in the area of autism, occupational therapy, speech, and hearing.

Last updated: 1/14/2019