



Carlin C. Coppin Elementary School

150 E. 12th Street • Lincoln, CA 95648-1825 • (916) 645-6390 • Grades K-5

Shamryn Coyle, Principal

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<http://ccces.wpusd.k12.ca.us/>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Western Placer Unified School District

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District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

District Administration

Scott Leaman

Superintendent

Kerry Callahan

**Assistant Superintendent,
Educational Services**

Audrey Kilpatrick

Assistant Superintendent, Business

Gabe Simon

**Assistant Superintendent, Human
Resources**

School Description

Carlin C. Coppin Elementary School is located in the Western Placer Unified School District in the city of Lincoln. The school serves Transitional Kindergarten through fifth grades; the enrollment is currently 438, with two to three classes at each grade level. The ethnic makeup is as follows: 56% Caucasian, 30% Hispanic/Latino, .03% African American, .03% Asian, .02% Pacific Islander 13% other, mixed races and unclassified. The Principal is Shamryn Coyle. Scott Leaman is Western Placer Unified School District's Superintendent.

Parents play important roles at Carlin C. Coppin through their active participation and involvement in School Site Council (SSC), English Learner Advisory Council (ELAC), Parent Teachers Club (PTC), annual events and regular volunteering in classrooms. Parents support PTC activities such as family nights, school assemblies and purchases of new equipment and rewards. Parents also fully implement a monthly art docent program. Carlin C. Coppin is increasingly a focal point and source of pride for students and their parents.

The mission statement is: As a school community, we will develop, encourage, inspire and challenge students to learn and become productive and honorable members of society. Through positive relationships and personal interactions we will meet the needs of the whole child in a fun, loving and joyful environment.

About the SARC

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	89
Grade 1	47
Grade 2	63
Grade 3	63
Grade 4	70
Grade 5	64
Grade 6	5
Total Enrollment	401

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.5
Asian	0.2
Filipino	1
Hispanic or Latino	33.2
Native Hawaiian or Pacific Islander	0.2
White	58.9
Two or More Races	5.7
Socioeconomically Disadvantaged	40.6
English Learners	13.5
Students with Disabilities	16
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Carlin C. Coppin Elementary School	14-15	15-16	16-17
With Full Credential	18	20	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	340
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Carlin C. Coppin Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
Districtwide		
All Schools	99.0%	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	99.0%	1.0%

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: September, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5 Houghton Mifflin Legacy , Reading Mastery and Corrective Reading 2002, Medallions 2010, Read Naturally; District developed Language Arts Curriculum: Anchor Texts including narrative and informational text; Lexia, STAR reading, EdMark, Souday Systems, Lexia, Ready Common Core The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	K-5 Pearson Envisions (Adopted 2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K-5 Delta Science/FOSS Science (Adopted 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman: History Social Science for CA 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

This campus is in good repair. The chiller/boiler has been upgraded and a new EMS system was installed. The school exterior was recently repaired and painted. Minor maintenance noted below scheduled to be completed over the next twelve months.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/13/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces			X	Classroom 1: Wall water stains, Roof leak Classroom 11: Screws Protruding, Storeroom roof leak Classroom 14: Screws Protruding Classroom 15: Water stains, Roof leak Classroom H: Light fixture not working, Damage ceiling tile Classroom I: Damaged ceiling tile Classroom N: Ceiling tile stains, Light lens Classroom E: Damaged ceiling tile Computer Lab: Bolting loose K2: Cleaning products under the sink, Plug-in air freshners, Broken ceiling tiles MPR: Vinyl wall surface peeling, Stained ceiling tiles, Overall cleanliness

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/13/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			B\G Restroom: Thorough cleaning needed in boys/girls restroom Cafeteria: Needs thorough cleaning, Stained ceiling tiles Grounds: Overall cleanliness of campus MPR: Vinyl wall surface peeling, Stained ceiling tiles, Overall cleanliness Playgrounds: Overall cleanliness, Note - check level of woodchips in all play areas Restroom B\G: Restrooms need thorough cleaning (both boys and girls)
Electrical: Electrical	X			Classroom H: Light fixture not working, Damage ceiling tile
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	B\G Restroom: Thorough cleaning needed in boys/girls restroom Classroom J: Low pressure in drinking fountain Classroom L: Not in use, Missing drinking fountain Grounds: Overall cleanliness of campus K1: Tile repair in boys restroom, Stained ceiling tiles Playgrounds: Overall cleanliness, Note - check level of woodchips in all play areas Restroom B\G: Restrooms need thorough cleaning (both boys and girls)
Safety: Fire Safety, Hazardous Materials	X			K2: Cleaning products under the sink, Plug-in air fresheners, Broken ceiling tiles
Structural: Structural Damage, Roofs		X		Cafeteria: Needs thorough cleaning, Stained ceiling tiles Classroom 1: Wall water stains, Roof leak Classroom 10: Roof leak Classroom 11: Screws Protruding, Storeroom roof leak Classroom 15: Water stains, Roof leak Classroom 2: Roof leak Classroom 9: Roof leak Classroom D: Dry rot on ramp, Room used as storage Classroom G: Dry rot and chipping paint on ramps K1: Tile repair in boys restroom, Stained ceiling tiles Library: Roof leak through HVAC MPR: Vinyl wall surface peeling, Stained ceiling tiles, Overall cleanliness Nurse's office: Roof leak Office: Stained ceiling tile in the principals office.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/13/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X		Classroom 12: Door handle broken Grounds: Overall cleanliness of campus Playgrounds: Overall cleanliness, Note - check level of woodchips in all play areas
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	65	50	68	68	67	62	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.5	30.2	23.8

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	50	54	48	53	44	48
Math	47	46	36	37	34	36

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	69	68	98.6	67.7
Male	43	43	100.0	58.1
Female	26	25	96.2	84.0
Hispanic or Latino	23	22	95.7	81.8
White	40	40	100.0	57.5
Socioeconomically Disadvantaged	36	35	97.2	60.0
Students with Disabilities	13	12	92.3	33.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	63	62	98.4	46.8
	4	71	70	98.6	58.6
	5	69	69	100.0	56.5
Male	3	39	38	97.4	36.8
	4	36	36	100.0	55.6
	5	43	43	100.0	41.9
Female	3	24	24	100.0	62.5
	4	35	34	97.1	61.8
	5	26	26	100.0	80.8
Black or African American	3	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	14	14	100.0	28.6
	4	21	21	100.0	42.9
	5	23	23	100.0	65.2
White	3	43	42	97.7	54.8
	4	44	43	97.7	65.1
	5	40	40	100.0	47.5
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	33	33	100.0	30.3
	4	33	32	97.0	43.8
	5	36	36	100.0	55.6
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	13	13	100.0	7.7
	4	13	13	100.0	23.1
	5	13	13	100.0	7.7
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	63	61	96.8	54.1
	4	71	70	98.6	47.1
	5	69	69	100.0	36.2
Male	3	39	38	97.4	47.4
	4	36	36	100.0	52.8
	5	43	43	100.0	27.9
Female	3	24	23	95.8	65.2
	4	35	34	97.1	41.2
	5	26	26	100.0	50.0
Black or African American	3	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	14	14	100.0	21.4
	4	21	21	100.0	33.3
	5	23	23	100.0	56.5
White	3	43	41	95.3	65.8
	4	44	43	97.7	55.8
	5	40	40	100.0	25.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	33	33	100.0	42.4
	4	33	32	97.0	34.4
	5	36	36	100.0	36.1
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	13	12	92.3	
	4	13	13	100.0	38.5
	5	13	13	100.0	7.7
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents play an important role at Carlin C. Coppin through active participation and involvement in School Site Council (SSC), the English Learner Advisory Committee (ELAC), the Parent Teacher Club (PTC), the art docent program, annual events, and volunteering in the classroom. Parents support school activities such as assemblies, annual events and purchases of teaching resources and rewards. Parents can access our school website, school app or call the school office for more information about becoming involved in school activities.

State Priority: School Climate

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

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

School Safety Plan

The School Safety Plan, revised and approved in October of each year, lays out a plan for ensuring students learn in a secure and safe environment that covers routine and emergency procedures. Arrival and departure procedures are in place to ensure the safe and orderly ingress and egress of students. The campus is closed during the day with all visitors checking in at the office. Staff monitors students at all times throughout the school day including movement about campus and recess times. Emergency procedures are rehearsed throughout the school year. The Positive Behavior Intervention Support (PBIS) program is in place to recognize and reward students for positive behaviors that contribute to a safe and orderly school climate. For more detail, please visit the school or district website to view the Safety Plan in its entirety.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	2.3	3.9	1.6
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.7	3.2	2.8
Expulsions Rate	0.1	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.6
Social Worker	N/A
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	.8
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	21	23	23	1			3	3	3			
1	17	26	26	1			2	2	2			
2	26	27	27				3	2	2			
3	27	29	29				2	3	3			
4	31	30	30				1	2	2			
5	32	29	29				2	2	2	1		
Other	9			1								

Professional Development provided for Teachers

Western Placer Unified School District provided one staff development day this year, On October 10, 2016. Additionally, many opportunities are available for staff development through both the District and Placer County Office of Education, a regular calendar of events offered throughout the school year has allowed staff to attend a variety of workshops. Staff have attended professional development through Placer County Office of Education, Pearson Envisions Math program, as well as opportunities offered through the district. Staff is also participating in regularly scheduled grade level release days where grade level teams work together to create goals and curriculum in the areas of Language Arts and Mathematics. A staff member will attend a conference hosted by California Association of Bilingual Educators (CABE) in Anaheim, where the focus will be on supporting English Learners and Parental Involvement. Members of the school staff also visited districts in surrounding areas to look at a variety of programs which include The Learning Center Model for instructional support and AVID at the elementary school level.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,075	\$43,821
Mid-Range Teacher Salary	\$67,596	\$69,131
Highest Teacher Salary	\$88,889	\$89,259
Average Principal Salary (ES)	\$99,522	\$108,566
Average Principal Salary (MS)	\$102,954	\$115,375
Average Principal Salary (HS)	\$114,512	\$125,650
Superintendent Salary	\$179,791	\$198,772
Percent of District Budget		
Teacher Salaries	41%	37%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8682	2279	6403	71050
District	♦	♦	6399	73186
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			0.1	-2.9
Percent Difference: School Site/ State			12.8	-0.7

* Cells with ♦ do not require data.

Types of Services Funded

Carlin C. Coppin receives Title I funding support, as well as district supplemental funding to support student learning and supplemental materials. School Site Council has allocated these funds in the following ways: Substitute costs and workshop fees allowing staff to attend curriculum specific training, substitute costs for staff to work in grade level teams developing goals, lessons, curriculum and materials for all students, teacher stipends for choir, Student Study Team Coordinator, Technology Support, special assemblies and programs, library materials and teaching resources.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.