



# Carlin C. Coppin Elementary School

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

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Western Placer Unified School District

600 6th Street, Suite 400  
Lincoln, CA 95648  
(916) 645-6350  
[www.wpusd.k12.ca.us](http://www.wpusd.k12.ca.us)

#### District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

#### District Administration

Scott Leaman

**Superintendent**

Kerry Callahan

**Deputy Superintendent**

Audrey Kilpatrick

**Assistant Superintendent, Business**

Gabe Simon

**Assistant Superintendent, Human  
Resources**

### School Description

Carlin C. Coppin Elementary School is located at 150 E. 12th Street in the community of Lincoln. The school is one of ten schools (six elementary) in the Western Placer Unified School District and serves transitional kindergarten through fifth grade with an enrollment of 410 students. Built in 1972 it houses a library, computer lab, multipurpose room, administration building, classrooms and two preschool programs. All buildings are kept clean and inviting by a dedicated custodial staff. The mission statement is: As a community, we will provide a safe, engaging learning environment for children to learn critical thinking skills, and become responsible citizens and problem solvers.

## 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 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 at (916) 645-6390 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	64
Grade 2	58
Grade 3	73
Grade 4	62
Grade 5	58
Grade 6	5
<b>Total Enrollment</b>	<b>389</b>

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	1
Filipino	0.3
Hispanic or Latino	28.8
White	63.2
Two or More Races	6.4
Socioeconomically Disadvantaged	44
English Learners	11.3
Students with Disabilities	9.8
Foster Youth	0.8

## 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	13-14	14-15	15-16
<b>With Full Credential</b>	19	18	20
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Western Placer Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	303
<b>Without Full Credential</b>	♦	♦	1
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School

Carlin C. Coppin Elementary	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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

2014-15 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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	32.3	67.7
<b>High-Poverty Schools</b>	25.8	74.2
<b>Low-Poverty Schools</b>	97.9	2.1

\* 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 2015-16)**

**Textbooks and Instructional Materials**

Year and month in which data were collected: September, 2015

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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	K-5 Pearson Envisions (Adopted 2014) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	K-5 Delta Science/FOSS Science (Adopted 2007) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Scott Foresman: History Social Science for CA 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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: January 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> 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.
<b>Interior:</b> Interior Surfaces			X	Vinyl wall surface peeling, stained or damaged ceiling tiles visible in several rooms and classrooms. Screws protruding in two classrooms. Bolting loose in Computer Lab
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			There is no evidence of a major pest or vermin infestation. Cafeteria, both Boys/Girls restrooms, Playground, and Grounds needs thorough cleaning. Woodchips to be checked in all areas of the Playground.
<b>Electrical:</b> Electrical	X			Lighting fixture not working in classroom.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	Tile repair needed in boys restroom. Low pressure drinking fountain. Thorough cleaning scheduled should be enforced in all boys/girls restrooms.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: January 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Cleaning products stored under the sink in Kindergarten classroom and use of plug-in air fresheners will be removed. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed.
<b>Structural:</b> Structural Damage, Roofs		X		Stained ceiling tiles throughout the campus. Dry rot present on two ramps and various roof leaks in rooms/classrooms require investigation.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Door handle broken on one classroom door. General cleaning maintenance schedule needed on playground and grounds. Woodchips to be checked periodically in all areas of the Playground.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	11.70	38.30	28.30

\* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	50	50	44
<b>Math</b>	44	40	33

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
<b>All Students in the LEA</b>	67
<b>All Student at the School</b>	50
<b>Male</b>	45
<b>Female</b>	55
<b>Hispanic or Latino</b>	40
<b>White</b>	53
<b>Two or More Races</b>	--
<b>Socioeconomically Disadvantaged</b>	--
<b>English Learners</b>	--
<b>Students with Disabilities</b>	34
<b>Foster Youth</b>	--

\* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	52	65	50	67	68	67	59	60	56

\* Results are for grades 5, 8, and 10. 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	74	73	98.6	18	22	30	30
	4	65	64	98.5	25	28	27	20
	5	61	60	98.4	32	28	32	8
Male	3		37	50.0	19	27	32	22
	4		41	63.1	29	32	22	17
	5		31	50.8	35	35	19	10
Female	3		36	48.6	17	17	28	39
	4		23	35.4	17	22	35	26
	5		29	47.5	28	21	45	7
American Indian or Alaska Native	4		1	1.5	--	--	--	--
Filipino	3		1	1.4	--	--	--	--
Hispanic or Latino	3		21	28.4	33	29	29	10
	4		23	35.4	17	22	35	26
	5		15	24.6	53	7	40	0
White	3		47	63.5	11	19	30	40
	4		34	52.3	21	32	26	21
	5		41	67.2	22	39	29	10
Two or More Races	3		4	5.4	--	--	--	--
	4		6	9.2	--	--	--	--
	5		4	6.6	--	--	--	--
Socioeconomically Disadvantaged	3		32	43.2	31	28	25	16
	4		31	47.7	29	35	29	6
	5		29	47.5	48	24	21	7
English Learners	3		9	12.2	--	--	--	--
	4		4	6.2	--	--	--	--
	5		6	9.8	--	--	--	--
Students with Disabilities	3		9	12.2	--	--	--	--
	4		9	13.8	--	--	--	--
	5		7	11.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	74	73	98.6	11	22	33	18
	4	65	64	98.5	16	25	47	11
	5	61	60	98.4	38	42	15	5
Male	3		37	50.0	8	30	30	14
	4		41	63.1	17	29	41	10
	5		31	50.8	42	42	10	6
Female	3		36	48.6	14	14	36	22
	4		23	35.4	13	17	57	13
	5		29	47.5	34	41	21	3
American Indian or Alaska Native	4		1	1.5	--	--	--	--
Filipino	3		1	1.4	--	--	--	--
Hispanic or Latino	3		21	28.4	24	33	29	0
	4		23	35.4	17	22	43	17
	5		15	24.6	53	20	27	0
White	3		47	63.5	6	19	36	23
	4		34	52.3	12	24	56	9
	5		41	67.2	32	54	7	7
Two or More Races	3		4	5.4	--	--	--	--
	4		6	9.2	--	--	--	--
	5		4	6.6	--	--	--	--
Socioeconomically Disadvantaged	3		32	43.2	13	28	38	6
	4		31	47.7	19	32	42	3
	5		29	47.5	55	28	14	3
English Learners	3		9	12.2	--	--	--	--
	4		4	6.2	--	--	--	--
	5		6	9.8	--	--	--	--
Students with Disabilities	3		9	12.2	--	--	--	--
	4		9	13.8	--	--	--	--
	5		7	11.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

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 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 November 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	2012-13	2013-14	2014-15
Suspensions Rate	2.22	2.25	3.90
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.45	3.65	3.19
Expulsions Rate	0.13	0.08	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

## 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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	

**Average Class Size and Class Size Distribution (Elementary)**

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	19	21	23	1	1		2	3	3			
1	25	17	26		1		2	2	2			
2	31	26	27				2	3	2			
3	30	27	29				2	2	3			
4	33	31	30				1	1	2	1		
5	33	32	29				1	2	2	1	1	
Other	18	9		2	1		1					

**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)	.75
Psychologist	.6
Social Worker	N/A
Nurse	.2
Speech/Language/Hearing Specialist	.6
Resource Specialist	1.0
Other	.8

**Average Number of Students per Staff Member**

Academic Counselor	N/A
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\* 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.

**Professional Development provided for Teachers**

Western Placer Unified School District provided one staff development day this year, prior to the start of school. 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 team of school staff and parents will attend a conference hosted by California Association of Bilingual Educators (CABE) in San Francisco, where the focus will be on supporting English Learners and Parental Involvement.

**FY 2013-14 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,581	\$42,315
Mid-Range Teacher Salary	\$64,797	\$66,451
Highest Teacher Salary	\$85,208	\$85,603
Average Principal Salary (ES)	\$94,098	\$105,079
Average Principal Salary (MS)	\$97,343	\$111,005
Average Principal Salary (HS)	\$108,366	\$121,310
Superintendent Salary	\$156,004	\$189,899
Percent of District Budget		
Teacher Salaries	42%	39%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8313	1963	6351	69075
District	♦	♦	6227	\$68,795
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			2.0	0.4
Percent Difference: School Site/ State			18.8	-0.3

\* 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, the county, and the state. 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.