

Carlin C. Coppin

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Carlin C. Coppin
Street	150 E. 12th St.
City, State, Zip	Lincoln, CA 95648
Phone Number	(916) 645-6390
Principal	Julie Stearn
Email Address	jstearn@wpusd.org
School Website	http://ccces.wpusd.org/
Grade Span	K-5
County-District-School (CDS) Code	31-66951-0000000

2025-26 District Contact Information

District Name	Western Placer Unified School District
Phone Number	(916) 645-6350
Superintendent	Kerry Callahan
Email Address	kcallahan@wpusd.org
District Website	www.wpusd.org

2025-26 School Description and Mission Statement

Carlin C. Coppin Elementary School is located in the Western Placer Unified School District in the the city of Lincoln. The school serves Transitional Kindergarten through fifth grades; the enrollment is currently 436, with two to three classes at each grade level. The ethnic makeup is as follows: 55% Caucasian, 35% Hispanic/Latino, 10% comprising of African American, American Indian, Asian , Pacific Islander, mixed races and unclassified. We are a Title I school with 44% of our students qualifying for free and reduced lunch. The Principal is Julie Stearn. Kerry Callahan is Western Placer Unified School District's Superintendent.

We have a full time school psychologist, an MTSS (Multi-tiered Support System) committee, an SEL (Social-Emotional

2025-26 School Description and Mission Statement

Learning) committee, a SEL program that ties in with the competencies of CASEL (Collaborative for Academic, Social, and Emotional Learning), a new Math curriculum, a monthly Award Ceremony put on by the Principal with each month addressing one of the competencies ie-Empathy, Integrity and Problem Solving.

Our Title I and Supplemental funds are used to support student growth and achievement in both the academic and social/emotional realms. The majority of our Title I monies are used to fund 3 staff members. 2 Instructional Support Providers (ISP) are funded by this source as well as a bilingual clerk to support the needs of our English Learners and Spanish Speaking Community. Our ISPs directly support student instruction during the instructional day in what is called Spotlight. Students needing additional support or enrichment are identified through our Multi-Tiers Systems of Support process and are matched with appropriate instructional support and are monitored to ensure it is meeting their needs. Our teachers utilize Professional Learning Community (PLC) time on a regular basis to analyze data and determine student needs and plan cycles of instruction based on Response to Intervention practices (Rtl) and Multi-Tiered Systems of Support (MTSS). Our Spotlight time extends upon best first instruction to meet student needs in a more individualized and differentiated format. Subject matter for Spotlight shifts throughout the year based on data and student need. We will also have after-school tutoring servicing 18-24 students that need extra support from classroom teachers. We have also invested with ELOP funds an additional ISP that provides 1 hour of after school support to our TK, K, 1st and 2nd Graders. She will service 24 students per trimesters. We use ELOP money to fund an Art Teacher-where each class receives Art instruction and education once per week. Carlin C. Coppin is a certified AVID Elementary School Site. We continue to use Title I and Supplemental dollars to support our program implementation. This includes supporting our Site Coordinator in the administrative tasks as well as professional development for staff as well as student materials and supplies such as binders and planners. AVID is an internationally recognized program that helps to support college and career readiness for all students. We continue to send staff members to AVID Summer Institute and work to maintain our certification.

With close to 35% of our school population being Hispanic and with 12% being English Learners we continue to employ a Bilingual Clerk to support the needs of this part of our school community. Approximately 19% of our families benefit from primary language support to assist with communication and maintain involvement in their child's education. Our Bilingual Clerk provides direct support to students in the classroom with extra tutoring and/or primary language support when appropriate. She translates important school documents and interprets at conferences and IEP and SST meetings on campus. Additionally this person also serves as a communication liaison between teachers and families when language may be a barrier. She coordinates our English Learner Advisory Council and provides ongoing Parent Information Classes utilizing Latino Family Literature Curriculum and other resources. Our Spanish speaking community is actively involved in our school community and can support their child's learning because they have quick and easy access to the school and can communicate and receive information in their primary language, Spanish.

In addition to personnel we have also been able to utilize our funds to purchase technology and supplemental curriculum materials as well as training and professional development for staff. Over time we have been able to purchase new Chromebooks to support student learning. We are at a 1:1 ratio. We continue to purchase new computers and replace outdated machines as needed. This allows our students to access a key component to our instructional programs, iReady. We utilize iReady Reading and Math for universal screening, progress monitoring and ongoing instructional practice. iReady recommends students work 90 minutes weekly. In order for students to meet that weekly goal we must have enough computers on campus for them to access the program. This year we will also utilize STAR reading and math assessment to further monitor progress and inform our instruction. Our TK-2nd grade teachers all use UFLI (a phonics based supplemental reading program).

Carlin C. Coppin is one of the oldest campuses in WPUSD. We continue to place emphasis on updating and upgrading our learning environments by purchasing new furniture to support flexible seating needs, upgrading classroom technology so teachers can have quick access to teaching tools to best meet student needs. We also continue to utilize these funding sources to upgrade and update our school library.

MISSION STATEMENT: All Students Can Learn & They Know They Are Valued.

VISION STATEMENT: Our mission is to ignite a passion for lifelong learning, empower students to think critically, foster meaningful relationship and connections, and prepare them for a successful future.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	20
Kindergarten	91
Grade 1	71
Grade 2	78
Grade 3	73
Grade 4	51
Grade 5	78
Total Enrollment	442

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
American Indian or Alaska Native	0.7
Asian	1.8
Black or African American	2
Filipino	0.9
Hispanic or Latino	33.9
Two or More Races	5.2
White	53.6
English Learners	9
Foster Youth	0.7
Homeless	3.6
Socioeconomically Disadvantaged	45
Students with Disabilities	16.1

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.5	92.15	363	79.27	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.1	0.69	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8.8	1.94	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	68	14.85	11953.1	4.28
Unknown/Incomplete/NA	1.4	7.85	14.8	3.25	15831.9	5.67
Total Teaching Positions	18.9	100	458	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.5	91.23	368.3	78.8	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.2	0.7	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	5.83	12.7	2.72	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	63.8	13.66	11746.9	4.23
Unknown/Incomplete/NA	0.5	2.94	19.2	4.11	14303.8	5.15
Total Teaching Positions	16.9	100	467.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.7	89.89	369.1	78.31	230039.4	100
Intern Credential Holders Properly Assigned	1	5.05	4.6	0.99	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	10.5	2.24	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	56.8	12.07	12112.8	4.34
Unknown/Incomplete/NA	1	5.05	30.1	6.4	13705.8	4.91
Total Teaching Positions	19.7	100	471.3	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.9	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.9	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5.2	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2023
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	*TK Benchmark Education Company Benchmark Advance (Adopted 2017) Supplemented with Heggerty * K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4 – 5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017) * K-2nd: UFLI	0%
Mathematics	McGraw Hill Reveal Math (Adopted 2023)	0%
Science	K-5 Mystery Science (Adopted 2022)	0%
History-Social Science	Studies Weekly (Adopted 2025)	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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

School Facility Conditions and Planned Improvements

Carlin C. Coppin is the oldest elementary school in the District. It was built in the 1970's and is showing a bit of tear and wear. Each year there is flooding, issues with heater and a/c, issues with bathrooms, etc. The cafeteria is not suited for the size of the school and can not accommodate our needs. The playground has many unsafe spots with raised blacktop and unusable structure and slide.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

8/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Multi-Purpose Room 3,290 sq ft: Central plant boiler/chiller needs replaced Cafeteria: Kitchen HVAC needs upgraded Classroom 11 1,056 sq ft Central plant HVAC needs replaced Classroom 6 Central plant HVAC needs replaced Classroom 1 960 sq ft: Central plant needs replaced, fan coil needs replaced Gas systems and pipes appear safe, functional, and free of leaks. there is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. 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	Office 1,400 sq ft: Carpet is worn and needs to be replaced Multi Purpose Room 3,290 sq ft: Floor tiles cracked Cafeteria 3,290 sq ft: Floor tiles cracked Classroom E 960 sq ft: Carpet is rippled Classroom G: 960 sq ft: Carpet needs replaced Classroom I 960 sq ft: Carpet is stained Classroom K 960 sq ft: Carpet is rippled Restroom B/G 400 sq ft: Cracked floor tiles Classroom 14 1,056 sq ft: Damaged ceiling tiles Library 1,440 sq ft : Carpet is rippled Classroom O 960 sq ft: Vinyl flooring needs wax
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			School grounds, building, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident. there is no evidence of a major pest or vermin infestation.
Electrical	X			Cafeteria: Kitchen electrical needs upgrading There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (ED Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials			X	Office: Exterior trim paint is peeling MPR: Exterior trim paint beginning to peel, Exterior facia needs repainted

School Facility Conditions and Planned Improvements

			<p>K-1 1,400 sq ft Exterior facia needs repainted Classroom C 960 sq ft: Exterior paint needed Classroom D 960 sq ft: Exterior repaint needed Classroom E 960 sq ft: Exterior touch up paint needed Classroom F 960 sq ft: Decking needs repainted Classroom G 960 sq ft: Deck paint peeling Classroom H 960 sq ft: Decking needs repainted Classroom I 960 sq ft: Decking needs repainted Classroom M 960 sq ft: Exterior trim paint needed Classroom 15 1056 sq ft: Exterior facia repaint needed Classroom 11 1,056 sq ft: Exterior facia repaint needed Preschool 960 sq ft: Deck coating needs repainted Computer Lab 960 sq ft: Exterior trim paint peeling Classroom N 960 sq ft: Exterior deck paint peeling Classroom 9 960 sq ft: Exterior trim paint needed Classroom 7: Exterior facia needs repainted Classroom 6: Exterior facia repaint needed Classroom 10 Exterior trim paint needed Classroom 5 960 sq ft: Exterior facia needs repainted The fire equipment and emergency systems appear to be functioning properly. 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. there does not appear to be evidence of hazardous material that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locks and labeled properly).</p>
<p>Structural: Structural Damage, Roofs</p>		<p>X</p>	<p>Office: Roof needs replaced. storm drain is plugged MPR: Roof needs repair Classroom C 960 sq ft: Small section of dry rot visible Classroom D 960 sq ft: Siding dry rot visible Classroom E: Siding dry rot is visible Classroom F 960 sq ft: Deck dry rot visible Classroom L 960 sq ft: Deck ramp dry rot Preschool 960 sq ft: Decking has a small section of dry rot Classroom 9 960 sq ft: Roof Leak evident There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure, and functional as designed. there is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. Roof systems appear to be functioning properly.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		<p>X</p>	<p>K-1 1,400 sq ft: Hardcourt needs slurry and stripe Playground: Asphalt slurry and crack fill needed, play structures need upgraded, structure borders need replaced, Basketball blackboards need replaced. The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean,</p>

School Facility Conditions and Planned Improvements

safe, and functional. Conditions that pose a safety and/or security risk are not evident. there is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	47	51	53	55	47	48
Mathematics (grades 3-8 and 11)	44	48	42	44	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	205	194	94.63	5.37	51.03
Female	101	96	95.05	4.95	53.13
Male	104	98	94.23	5.77	48.98
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	81	81	100.00	0.00	45.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	107	97	90.65	9.35	53.61
English Learners	24	24	100.00	0.00	25.00
Foster Youth	0	0	0	0	0
Homeless	13	12	92.31	7.69	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	66	97.06	2.94	37.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	37	92.50	7.50	13.51

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	205	194	94.63	5.37	47.67
Female	101	96	95.05	4.95	45.83
Male	104	98	94.23	5.77	49.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	81	81	100.00	0.00	43.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	107	97	90.65	9.35	49.48
English Learners	24	24	100.00	0.00	41.67
Foster Youth	0	0	0	0	0
Homeless	13	12	92.31	7.69	25.00
Military	0	0	0	0	0

Socioeconomically Disadvantaged	68	66	97.06	2.94	43.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	37	92.50	7.50	13.51

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	27.78	35.14	33.43	36.7	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	74	91.36	8.64	35.14
Female	35	32	91.43	8.57	34.38
Male	46	42	91.30	8.70	35.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	24.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	47	40	85.11	14.89	47.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	20	90.91	9.09	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	6.67

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90%	90%	91%	90%	95%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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), 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. Through our weekly Coppin Connection and the use of Parent Square, we keep constant communication open to our family members.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	468	454	90	19.8
Female	232	223	46	20.6
Male	236	231	44	19.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	156	152	34	22.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	23	8	34.8
White	252	246	43	17.5
English Learners	41	41	6	14.6
Foster Youth	--	--	--	--
Homeless	20	19	8	42.1
Socioeconomically Disadvantaged	223	213	59	27.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	86	85	24	28.2

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.24	0.21	0.21	2.47	2.01	2.07	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.12	0.04	0.06	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.21	0.00
Female	0.43	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.40	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	5.00	0.00
Socioeconomically Disadvantaged	0.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

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. A Behavior Intervention Support program is in place to recognize and reward students for positive behaviors that contribute to a safe and orderly school climate. Input was taken from Staff at Staff Meetings on August 11, 2025 & September 9, 2025 Input was taken from community members at Site Council meeting on October 21, 2025 and was approved on November 13, 2025. Local Law Enforcement was present at a Safety Meeting on December 10, 2025 to review Safety Plans. For more detail, please visit the school or district website to view the Safety Plan in its entirety.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24	0	1	0
K	21	2	2	0
1	16	2	2	0
2	12	3	0	0
3	19	2	2	0
4	23	2	1	1
5	23	1	2	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24	0	1	0
K	21	0	3	0
1	20	1	3	0
2	37	1	3	2
3	27	2	1	2
4	45	1	2	2
5	41	1	1	2
6	0	0	0	0
Other	57	1	0	2

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	20	1	0	
K	22		3	
1	17	2	2	
2	16	2	3	
3	18	1	3	
4	13	3	1	
5	12	5	2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,608	\$6,565	\$10,044	\$91,743
District	N/A	N/A	\$10,263	\$92,779
Percent Difference - School Site and District	N/A	N/A	-2.2	4.0
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-7.0	-3.2

Fiscal Year 2024-25 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: A bilingual liaison, 2-ISP's that support our Spotlight time, substitute costs for staff to work in grade level teams developing goals, lessons, curriculum and materials for all students, Spotlight & After School supplemental curriculum, teacher stipends for choir, MTSS Committee Stipend, Technology Support, special assemblies and programs, library materials and teaching resources.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,818	\$62,145
Mid-Range Teacher Salary	\$83,387	\$97,088
Highest Teacher Salary	\$113,231	\$120,436
Average Principal Salary (Elementary)	\$135,378	\$151,343
Average Principal Salary (Middle)	\$139,473	\$159,514
Average Principal Salary (High)	\$156,951	\$177,261
Superintendent Salary	\$270,312	\$294,805
Percent of Budget for Teacher Salaries	32.03%	29.95%
Percent of Budget for Administrative Salaries	5.75%	5.4%

Professional Development

Western Placer Unified School District provided 1 District Day of PD during the school year. On District Day in October there were various choices for all grades in the morning and all grades went to Studies Weekly PD in the afternoon. 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 with Universal Design for Learning, GLAD, and AVID. Staff is also participating in regularly

Professional Development

scheduled grade level professional where grade level teams work together to create goals and curriculum in the areas of Language Arts and Mathematics. We continue to take advantage of weekly PLC times and PD sessions during Staff Meetings from PCOE.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6