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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2018-19 School Accountability Report Card
Published During the 2019-20 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
Deputy 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 the city of Lincoln. The school serves Transitional Kindergarten through fifth grades; the enrollment is currently 430, with two to three classes at each grade level. The ethnic makeup is as follows: 61% Caucasian, 30% Hispanic/Latino, 9% comprising of African American, American Indian, Asian , Pacific Islander , mixed races and unclassified. We are a Title I school with 43% of our students qualifying for free and reduced lunch. The Principal is Shamryn Coyle. Scott Leaman is Western Placer Unified School District's Superintendent.

Parents play important roles at Carlin C. Coppin thorough 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. Our partnerships with the local community also remain strong with a K-Kids service club sponsored in part by Kiwanis and school staff volunteers.

MISSION STATEMENT: As a school community, we will develop, encourage, inspire and challenge students to learn and become productive and honorable members of society.

VISION STATEMENT: Community, Caring, Commitment: 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	67
Grade 2	76
Grade 3	73
Grade 4	66
Grade 5	67
Total Enrollment	448

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1.6
Asian	0.2
Filipino	1.1
Hispanic or Latino	33.9
Native Hawaiian or Pacific Islander	0.2
White	57.6
Two or More Races	2.5
Socioeconomically Disadvantaged	43.3
English Learners	10.9
Students with Disabilities	13.6
Foster Youth	0.7
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Carlin C. Coppin	17-18	18-19	19-20
With Full Credential	21	23	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Western Placer Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Carlin C. Coppin Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials
Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	* 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) **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 (Adopted 2007) **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)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/8/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	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	Fair	Office: Stained ceiling tiles Cafeteria: Stained ceiling tiles. Flooring poor. Multi Purpose Room: stained ceiling tiles. Flooring poor. Classroom E: carpet is poor. Classroom 1: Wall water stains.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	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.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	K1: Tile repair in boys restroom, Stained ceiling tiles. Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	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. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk. Classroom P: door closer broken
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	49	57	55	57	50	50
Math	49	42	43	45	38	39

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

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

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	36.8	14.7	1.5

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	202	201	99.50	56.72
Male	97	96	98.97	52.08
Female	105	105	100.00	60.95
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	69	69	100.00	47.83
White	116	116	100.00	62.07
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	97	96	98.97	48.96
English Learners	27	27	100.00	33.33
Students with Disabilities	34	34	100.00	14.71
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	202	201	99.50	41.79
Male	97	96	98.97	41.67
Female	105	105	100.00	41.90
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	69	69	100.00	33.33
White	116	116	100.00	48.28
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	97	96	98.97	35.42
English Learners	27	27	100.00	7.41
Students with Disabilities	34	34	100.00	8.82
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

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

Opportunities for Parental Involvement (School Year 2019-20)
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 State priority: School Climate (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. 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. For more detail, please visit the school or district website to view the Safety Plan in its entirety.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.9	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.9375
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	4		23		3		23		4	
1	23		4		25		3		22	1	2	
2	29		2		36		3	1	24		3	
3	26		2		27		2		22		3	
4	14	2	2		37		2	1	31		2	
5	70		3	2	23	1	2		157			6
Other**	15	1			9	1			11	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		6	18

Western Placer Unified School District will provide 2 formal staff development days this year. 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, AVID, Placer County Office of Education, Pearson Envisions Math program, as well as opportunities offered through the district which include iReady and Illuminate. Staff members will attend CABE a conference focusing on English Learners and Parental Involvement. Latino Family Literacy and Sight Word Busters are other programs offered to our school community. 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. Members of the school staff also took advantage of district Teachers on Special Assignment to come and meet with grade level teams and model lessons.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,893	$49,084
Mid-Range Teacher Salary	$71,003	$76,091
Highest Teacher Salary	$93,595	$95,728
Average Principal Salary (ES)	$108,151	$118,990
Average Principal Salary (MS)	$115,051	$125,674
Average Principal Salary (HS)	$127,942	$137,589
Superintendent Salary	$189,844	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,987	$3,291	$7,696	$77,030.00
District	N/A	N/A	$7,778	$82,323.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.1	-6.6
School Site/ State	2.5	-1.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

Internet Access

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