



# 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/>

## 2016-17 School Accountability Report Card Published During the 2017-18 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

**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 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 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. 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 <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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	98
Grade 1	72
Grade 2	60
Grade 3	65
Grade 4	64
Grade 5	75
<b>Total Enrollment</b>	<b>434</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	1.2
Asian	0.7
Filipino	1.6
Hispanic or Latino	30.9
Native Hawaiian or Pacific Islander	0.5
White	58.8
Two or More Races	0.9
Socioeconomically Disadvantaged	41.2
English Learners	11.3
Students with Disabilities	15
Foster Youth	0.5

## 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			
Carlin C. Coppin Elementary School	15-16	16-17	17-18
With Full Credential	20	22	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	345
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Carlin C. Coppin Elementary	15-16	16-17	17-18
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<ul style="list-style-type: none"> <li>K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017)</li> <li>4 – 5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017)</li> </ul> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>K-5 Pearson Envisions (Adopted 2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>K-5 Delta Science/FOSS Science (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Scott Foresman: History Social Science for CA 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

**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: 1/4/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<p><b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer</p>	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.
<p><b>Interior:</b> Interior Surfaces</p>	X			Multi Purpose Room: stained ceiling tiles. Flooring poor. Classroom E: carpet is poor. Classroom 1: Wall water stains.
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation</p>	X			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.
<p><b>Electrical:</b> Electrical</p>	X			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.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 1/4/17**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			K1: Tile repair in boys restroom, Stained ceiling tiles. Drinking fountains appear to be accessible and functioning as intended.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			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).
<b>Structural:</b> Structural Damage, Roofs	X			Office: Stained ceiling tiles. Multi Purpose Room: stained ceiling tiles. Flooring poor. Cafeteria: strained ceiling tiles. Flooring poor. K1: Stained ceiling tiles. Classroom G: Dry rot and chipping paint on ramps Classroom 10: Roof leak. Nurse's office: Roof leak.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			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
<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] 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	54	49	53	54	48	48
Math	46	43	37	39	36	37

\* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	50	68	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	32.9	25	26.3

\* 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 2016-17 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	208	205	98.56	48.78
Male	108	108	100	43.52
Female	100	97	97	54.64
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	61	60	98.36	40
White	123	122	99.19	54.1
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	89	88	98.88	38.64
English Learners	33	33	100	42.42
Students with Disabilities	41	41	100	9.76

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 2016-17 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	208	205	98.56	43.41
Male	108	108	100	43.52
Female	100	97	97	43.3
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	61	60	98.36	30
White	123	122	99.19	48.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	89	88	98.88	37.5
English Learners	33	33	100	21.21
Students with Disabilities	41	41	100	19.51

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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. 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	2014-15	2015-16	2016-17
Suspensions Rate	3.9	1.6	0.9
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.2	2.8	2.4
Expulsions Rate	0.0	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	21	21		1	1	3	3	4			
1	26	22	23				2	2	4			
2	27	25	29				2	2	2			
3	29	27	26				3	2	2			
4	30	27	14			2	2	3	2			
5	29	24	70		1		2	2	3			2
Other		10	15		1	1						

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

**Professional Development provided for Teachers**

Western Placer Unified School District will provide 2 formal staff development days this year, 10/9/17 and 3/12/18. 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 GLAD, Placer County Office of Education, Pearson Envisions Math program, as well as opportunities offered through the district which include iReady and Illuminate. A staff member attended 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,519	\$46,511
Mid-Range Teacher Salary	\$70,300	\$73,293
Highest Teacher Salary	\$92,445	\$92,082
Average Principal Salary (ES)	\$108,030	\$113,263
Average Principal Salary (MS)	\$110,193	\$120,172
Average Principal Salary (HS)	\$126,014	\$131,203
Superintendent Salary	\$186,983	\$213,732
Percent of District Budget		
Teacher Salaries	39%	36%
Administrative Salaries	5%	5%

\* 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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,621	\$3,022	\$7,599	\$75,160
District	♦	♦	\$7,328	\$77,040
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			3.7	-2.4
Percent Difference: School Site/ State			15.6	0.9

\* 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.