

California Department of Education

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.



Tina Ahn, Principal

Principal, Cooper Elementary

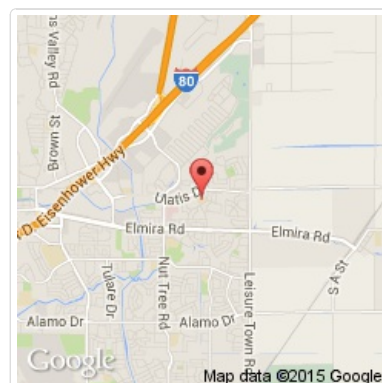
About Our School

Cooper Elementary is a large K-6 school in Vacaville, California. We have a very diverse student body and find that to be a unique and positive aspect of our school. At Cooper, our teachers and parents partner together to create a culture of high academic expectations while stressing the importance of good character and values. Our staff is currently beginning the implementation of Common Core Standards in math and ELA. We are moving towards 21st century learning through the use of chrome books and iPads in the classroom. To become a 21st century school, we are working towards outfitting the classrooms with interactive instructional tools such as transforming whiteboards into interactive Smart Boards through Smart projectors and Mimeo wand. Teachers will also begin to build into a Google classroom. Cooper will start the process of building STEM education through implementation of Project Lead the Way program and address the Next Generation Science Standards in our daily instruction. We are committed to challenging our students while providing them with a supportive school environment. Each child's learning process, growth, personality, and uniqueness are respected and celebrated. We welcome parent support and involvement in every aspect of our school. Parents can be seen on campus and in the classrooms throughout the day. We also have a strong PTO which helps with financial support as well as planning and facilitating many educational and fun extracurricular activities for our families and student body. Cooper is an outstanding school which many who take a part in it are proud to be a Cooper Comet.

Contact

750 Christine Dr.
Vacaville, CA
95687-4163

Phone: 707-453-6210
E-mail: tinaa@vacavilleusd.org



Contact Information - Most Recent Year

School	
School Name	Cooper Elementary
Street	750 Christine Dr.
City, State, Zip	Vacaville, Ca, 95687-4163
Phone Number	707-453-6210
Principal	Tina Ahn, Principal
E-mail Address	tinaa@vacavilleusd.org
Web Site	www.cooperschool.org
County-District-School (CDS) Code	48705736110241

District	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Web Site	http://www.vacavilleusd.org
Superintendent First Name	Ken
Superintendent Last Name	Jacopetti
E-mail Address	kjacopetti@vusd.solanocoe.k12.ca.us

Last updated: 1/16/2015

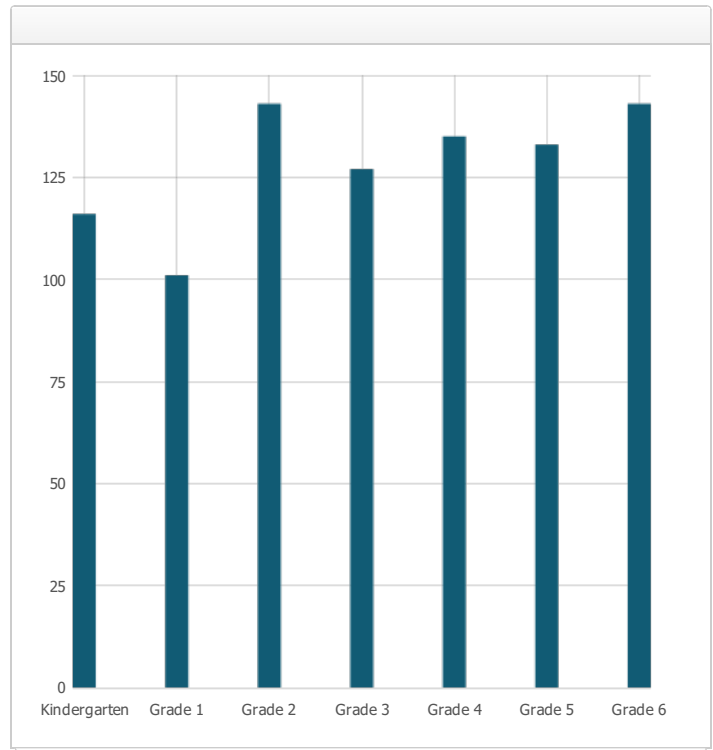
School Description and Mission Statement (Most Recent Year)

Cooper Elementary School is a high performing elementary school of approximately 920 students. The school is in Vacaville Unified School District and is in the southern part of the city. Cooper was opened in the fall of 1991 and is one of nine elementary schools in Vacaville. It has been recognized as a California Distinguished School, and it upholds its reputation as a high performing school. Cooper School welcomes the Vacaville community in its encompassing embrace of all students inside and outside of the city boundaries and offers a small-school feel in a large school environment. Students are known by name and by need. When Cooper School was built it was in collaboration with the City of Vacaville Parks and Recreation, thereby building a park adjoining the school property. The multiplicity of use by the school and community continues today.

The mission of Cooper Elementary School, as a partnership of families, community, staff, and students, is to ensure that every child acquires an excellent academic foundation and becomes a responsible, respectful individual who desires to learn through a challenging, standards-based curriculum delivered by an innovative, knowledgeable and caring staff in a safe, positive environment.

Last updated: 1/23/2015

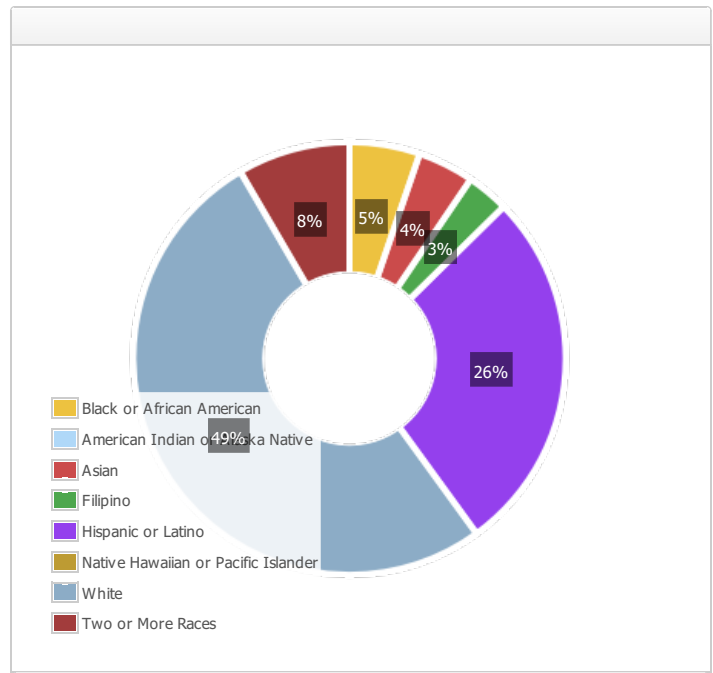
Grade Level	Number of Students
Kindergarten	116
Grade 1	101
Grade 2	143
Grade 3	127
Grade 4	135
Grade 5	133
Grade 6	143
Total Enrollment	898



Last updated: 1/16/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.4
Asian	4.8
Filipino	3.1
Hispanic or Latino	26.1
Native Hawaiian or Pacific Islander	0.8
White	49.4
Two or More Races	8.5
Socioeconomically Disadvantaged	28.3
English Learners	5.3
Students with Disabilities	8.4



Last updated: 1/16/2015

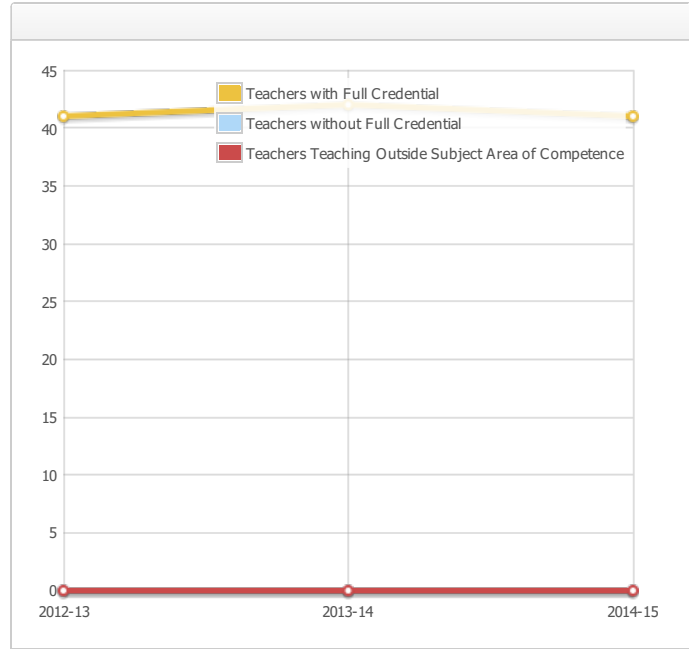
State Priority: Basic

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

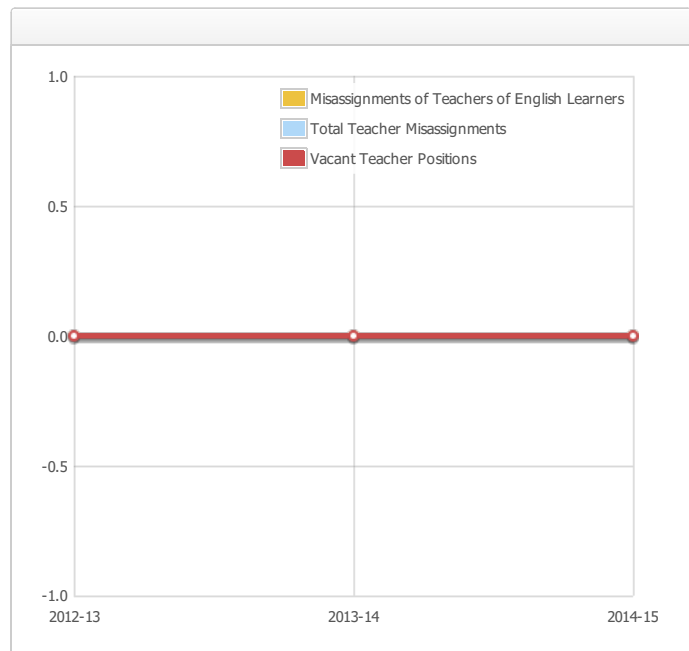
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	41	42	41	506
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9



Last updated: 1/23/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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.

Last updated: 1/23/2015

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	95	5
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	94	6

Note: 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.

Last updated: 1/23/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: June 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures (MacMillan/McGraw-Hill 2011)	Yes	0.0
Mathematics	enVision Math CA Edition (Scott Foresman 2008)	Yes	0.0
Science	California Science (MacMillan/McGraw-Hill 2008)	Yes	0.0
History-Social Science	History/Social Science, K-5 (Houghton Mifflin 2007) Ancient Civilizations CA Edition, Gr. 6 (Glencoe 2006)	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

Last updated: 1/23/2015

Summary of Most Recent Site Inspection

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Department Office, 353 Brown Street, Vacaville, CA, 95688, and at the Facilities Department Office at 401 Nut Tree Road, Vacaville, CA 95687. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Repairs Needed

Repairs are needed where specified below.

Corrective Actions Taken or Planned

All items identified below have been repaired or are planned to be repaired through our district work order process.

Last updated: 1/27/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Roof leak Rms. 2 and 3. Ceiling tiles Room 23. Paint room 12.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Restroom not cleaned to district standard. Restrooms between room 8 and 11 not cleaned to district standard.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Drinking fountains rooms 2 and 17 leaking.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Dry rot rooms 22 & 23, 29-31, 35. Room lead room 23.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Asphalt main parking lot. Fence repairs at north section needed. Weeds between portables. Rooms 4 & 5 door repairs.

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/27/2015

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	60	56	57	58	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/16/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	57
Male	63
Female	53
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	45
Hispanic or Latino	58
Native Hawaiian or Pacific Islander	
White	60
Two or More Races	
Socioeconomically Disadvantaged	47
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	67%	74%	73%	54%	57%	56%	54%	56%	55%
Mathematics	73%	78%	74%	47%	47%	48%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	48%	50%	54%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/16/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	8	8	8
Similar Schools	7	6	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/16/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-10	13	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	7	27	-6
Native Hawaiian or Pacific Islander			
White	-11	5	-9
Two or More Races			
Socioeconomically Disadvantaged	6	-3	-15
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/16/2015

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.2%	25.0%	22.7%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

Last updated: 1/16/2015

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 - Most Recent Year

Cooper parents play a vital role in the daily education of students as well as promoting special opportunities for the Cooper students and families. Each day, over 20 Cooper parents and grandparents volunteer in classrooms under the supervision of the classroom teacher. Besides the daily preparation and special classroom events, many of these parents guide small group instruction or review skills with individual students. Cooper parents also provide leadership and guidance in programs such as Odyssey of the Mind, Magic by the Book, Math Fluency Challenge, the Art Docent Program, the English Language Advisory Committee, Cooper Comet Chorus and the annual Talent Show. The PTO is a strong presence at Cooper. PTO-sponsored fundraisers provide for classroom technologies and resources, and reading and attendance incentives.

State Priority: Pupil Engagement

Last updated: 1/23/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

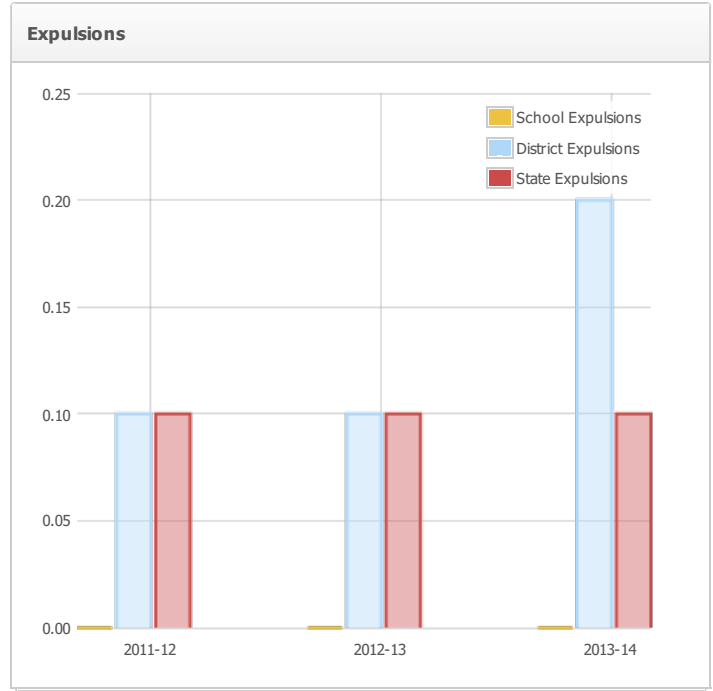
- High school dropout rates; and
- High school graduation rates.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.40	2.40	1.90	6.70	5.20	5.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.10	0.20	0.10	0.10	0.10



Last updated: 1/16/2015

School Safety Plan - Most Recent Year

Cooper's School Safety Plan was revised on December 19, 2014 using data from the 2013-2014 school year. The document was presented to ELAC/SSC on January 20, 2015 for review and approval. Cooper's Safety Plan included four objectives to guide the instructional program and daily school culture for the 2014-2015 school year. The objectives are as follows:

1. Objective: Teachers and students will engage in 21st century learning through Common Core and technology.
2. Objective: Increase student safety and connectedness to the school community while decreasing bullying behaviors through the implementation of Safe School Ambassadors.
3. Objective: Decrease the number of truant students increasing the attendance of all students, thus improving student learning and ensuring first good teaching.
4. Objective: Increase safety of staff and students through facilities control and monitoring

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met Graduation Rate	N/A	Yes

Last updated: 1/16/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	31.2%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/16/2015

2011-12		2012-13			2013-14							
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28.2	0	6	0	20.0	2	3		29.0		4	
1	19.9	2	5	0	23.0	2	4		25.0		4	
2	29.2	0	5	0	22.0	2	4		24.0	1	5	
3	26.5	1	7	0	27.0	1	2	2	25.0	1	4	
4	30.3	1	0	5	23.0	2	4		27.0	1	1	3
5	31.3	0	4	0	23.0	2	4		22.0	2	4	
6	34.0	0	0	4	24.0	1	5		24.0	2	4	
Other	0.0	7	0	0								

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

Last updated: 1/16/2015

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.8	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

* 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.

Last updated: 1/16/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	\$465	N/A	N/A
District	N/A	N/A	N/A	\$61,732
Percent Difference – School Site and District	N/A	N/A	25.60%	4.00%
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	10.90%	7.00%

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

Last updated: 1/23/2015

Total Unrestricted Expenditures \$3,332,614.32

Instruction \$2,609,816.61

Noon Supervisor \$65,858.20

Staff Development \$750.00

Instructional Media/Library \$35,003.20

School Administration \$348,707.16

Health Services \$12,655.39

Operations \$98,948.42

Operations - Buildings \$160,744.32

Other Plant M & O \$131.02

Total Restricted Expenditures \$417,950.34

Title III Part A LEP \$750.00

Child Nutrition \$128,727.34

Special Education \$279,496.62

Donations \$8,976.38

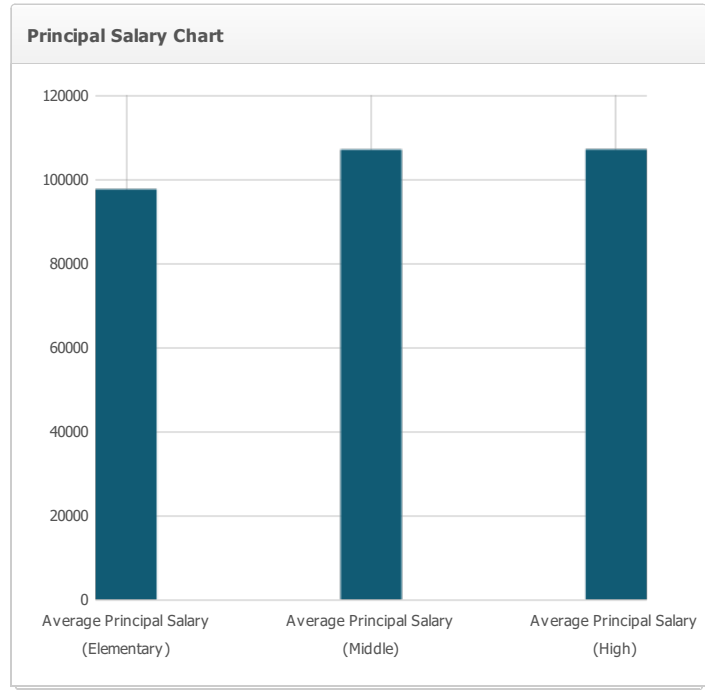
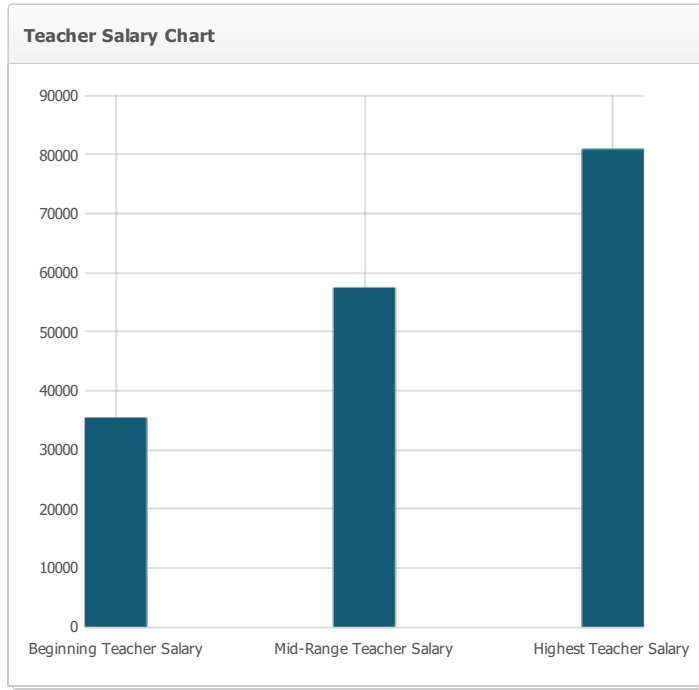
Last updated: 1/29/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,433	\$41,318
Mid-Range Teacher Salary	\$57,443	\$65,615
Highest Teacher Salary	\$80,882	\$84,981
Average Principal Salary (Elementary)	\$97,619	\$107,624
Average Principal Salary (Middle)	\$107,040	\$112,817
Average Principal Salary (High)	\$107,104	\$121,455

Percent of Budget for Teacher Salaries	40.0%	40.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/> .



Last updated: 1/23/2015

Professional Development – Most Recent Three Years

Over the past three school years the district has offered professional development in the following ways:

- Technology related to grading and report cards • Common Core math
- Core curriculum training is offered to new teachers and teachers who change grade levels
- Administration of screening assessments
- Use of intervention materials for small group instruction

Some teachers have been sent to the following trainings:

- EdTech Team Solano County Summit featuring Google for Education
- Everybody Can! Writing and the CCSS PD @ SCOE

Support is provided through feedback by grade level leaders who work with the district to focus PD and provide teachers with requested skills or areas of need. In addition support with implementation is provided through site professional development and administrative support. Teachers attending supplementary trainings and conferences share out during Staff meetings and provide a mini PD to other colleagues.

