

Cooper Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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/fq/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).

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.



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. To become a 21st century school, we are working towards outfitting the classrooms with interactive projectors. 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

Cooper Elementary
750 Christine Dr.
Vacaville, CA 95687-4163

Phone: 707-453-6210
Email: tinaa@vacavilleusd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
Email Address	janes@vusd.solanocoe.k12.ca.us
Website	http://www.vacavilleusd.org

School Contact Information (School Year 2019—20)	
School Name	Cooper Elementary
Street	750 Christine Dr.
City, State, Zip	Vacaville, Ca, 95687-4163
Phone Number	707-453-6210
Principal	Tina Ahn, Principal
Email Address	tinaa@vacavilleusd.org
Website	http://cooper.schoolloop.com/
County-District-School (CDS) Code	48705736110241

Last updated: 1/13/2020

School Description and Mission Statement (School Year 2019—20)

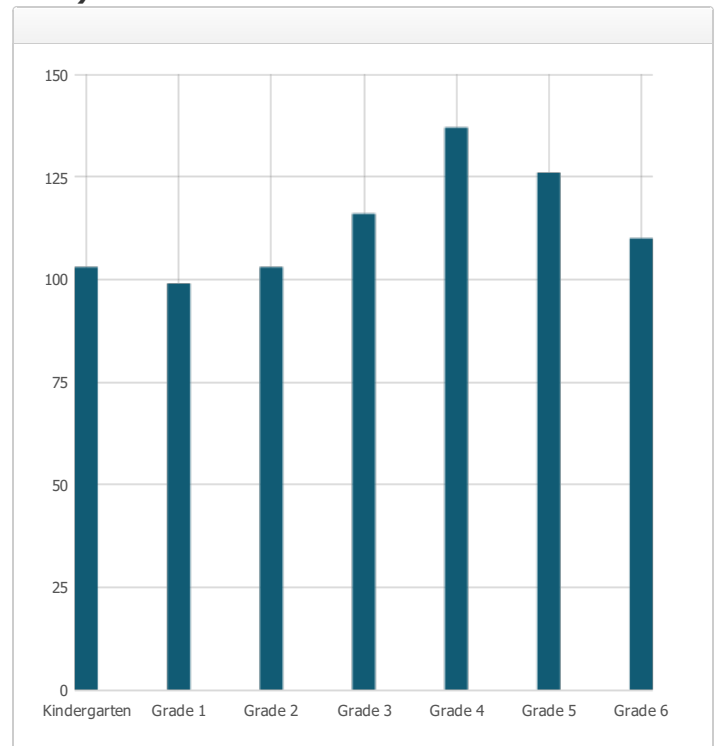
Cooper Elementary School is a high performing elementary school of approximately 800 students. The school is located in Vacaville Unified School District in the southern part of the city. Cooper Elementary School was opened in the fall of 1991 and is one of ten elementary schools in the city of Vacaville. 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 to its encompassing embrace of all students inside and outside of city boundaries and offers a small-school feel in a large school environment. Students are known by name and by need. We have a very diverse student body and find that to be a unique and positive aspect of our school. At Cooper Elementary, each students' learning process, growth, personality, and uniqueness are respected and celebrated. Cooper Elementary School was built in collaboration with the City of Vacaville Parks and Recreation, which included building a park adjoining the school property. Students enjoy the flexibility offered by Cooper School Park. 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: 1/13/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	103
Grade 1	99
Grade 2	103
Grade 3	116
Grade 4	137
Grade 5	126
Grade 6	110
Total Enrollment	794



Last updated: 1/13/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	4.40 %
American Indian or Alaska Native	0.10 %
Asian	4.90 %
Filipino	5.40 %
Hispanic or Latino	29.00 %
Native Hawaiian or Pacific Islander	0.90 %
White	42.20 %
Two or More Races	12.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	29.20 %
English Learners	3.30 %
Students with Disabilities	11.10 %
Foster Youth	0.40 %
Homeless	1.00 %

A. Conditions of Learning

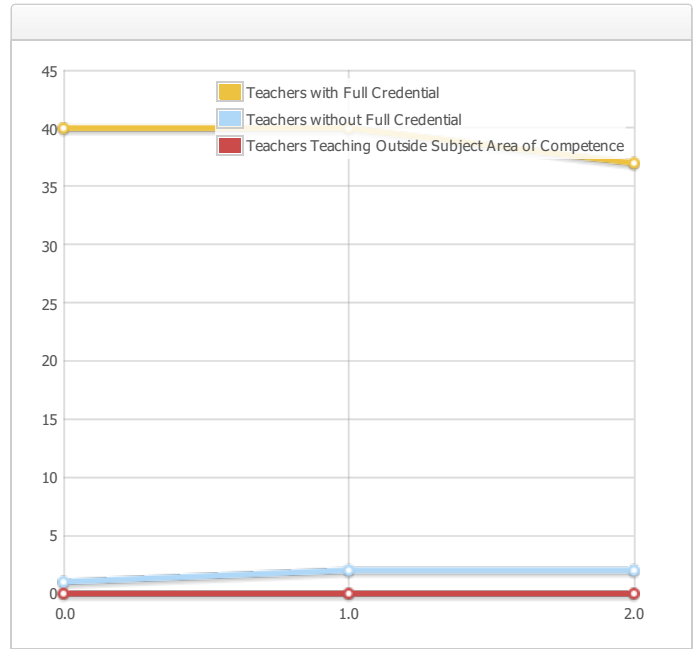
State Priority: Basic

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

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	40	40	37	583
Without Full Credential	1	2	2	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



Last updated: 1/13/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/13/2020

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

Year and month in which the data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	GR K-2: California Treasures, MacMillan/McGraw-Hill, Adopted: 2011 GR 3-5: Benchmark Workshop, Benchmark Education, Adopted: 2019 GR 6: SpringBoard, CollegeBoard, Adopted: 2012	Yes	0.00 %
Mathematics	GR K: Math in Focus, Houghton Mifflin GR 1-6: Go Math! CA, Houghton Mifflin	Yes	0.00 %
Science	GR K-6: California Science, MacMillan/McGraw-Hill	Yes	0.00 %
History-Social Science	GR K-5: History-Social Science CA, Houghton Mifflin GR 6: Ancient Civilizations, Glencoe	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/13/2020

School Facility Conditions and Planned Improvements

- Cooper Elementary is a clean and safe site. Staff continues to maintain this school in a like new condition.
- Cooper receives ongoing preventive maintenance activities including annual FIT inspections and subsequent repairs generated from this activity. The scheduled preventive maintenance services are in all divisions of maintenance including electrical, grounds, mechanical and structural.

Last updated: 1/22/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	99.55% Vent cover has been replaced.
Interior: Interior Surfaces	Poor	59.46% Broken, stained and/or loose ceiling tiles to be replaced. Chipped counters to be repaired. Broken or missing floor tiles to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	85.90% Items stored too high have been removed.
Electrical: Electrical	Fair	89.19% Blocked electrical panels cleared, light panels replaced. Ethernet cover replaced.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	96.23% Faucet flow rate increased. Faucet issues resolved.
Safety: Fire Safety, Hazardous Materials	Fair	78.75% Peeling paint issues continue to be repaired and repainted. Improperly stored materials removed.
Structural: Structural Damage, Roofs	Good	100%
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	93.59% Trip hazards abated. Missing window screens have been replaced.

Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Fair
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Last updated: 1/22/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	62.0%	60.0%	52.0%	53.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	55.0%	49.0%	39.0%	38.0%	38.0%	39.0%

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.

Last updated: 1/13/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	508	506	99.61%	0.39%	59.88%
Male	261	259	99.23%	0.77%	53.67%
Female	247	247	100.00%	0.00%	66.40%
Black or African American	29	29	100.00%	0.00%	48.28%
American Indian or Alaska Native	--	--	--	--	
Asian	24	24	100.00%	0.00%	79.17%
Filipino	32	31	96.88%	3.12%	67.74%
Hispanic or Latino	149	149	100.00%	0.00%	48.32%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	208	207	99.52%	0.48%	63.29%
Two or More Races	57	57	100.00%	0.00%	70.18%
Socioeconomically Disadvantaged	170	170	100.00%	0.00%	45.88%
English Learners	41	40	97.56%	2.44%	37.50%
Students with Disabilities	81	80	98.77%	1.23%	20.00%
Students Receiving Migrant Education Services					
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.

Last updated: 1/13/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	508	507	99.80%	0.20%	49.31%
Male	261	260	99.62%	0.38%	51.15%
Female	247	247	100.00%	0.00%	47.37%
Black or African American	29	29	100.00%	0.00%	34.48%
American Indian or Alaska Native	--	--	--	--	
Asian	24	24	100.00%	0.00%	70.83%
Filipino	32	32	100.00%	0.00%	65.63%
Hispanic or Latino	149	149	100.00%	0.00%	33.56%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	208	207	99.52%	0.48%	55.56%
Two or More Races	57	57	100.00%	0.00%	59.65%
Socioeconomically Disadvantaged	170	170	100.00%	0.00%	37.06%
English Learners	41	41	100.00%	0.00%	34.15%
Students with Disabilities	81	80	98.77%	1.23%	21.25%
Students Receiving Migrant Education Services					
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.

Last updated: 1/13/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	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.

Last updated: 1/13/2020

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.60%	24.40%	23.60%

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.

Last updated: 1/22/2020

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)

Cooper parents play a vital role in the daily educational experience of students as well as promoting special opportunities for Cooper students and families. Each day, over 30 Cooper parents and grandparents volunteer in classrooms under the supervision of the classroom teacher. There are room parents established in each classroom. Besides the daily preparation and special classroom events, many parents guide small group instruction or review skills with individual students. Cooper parents also provide leadership and guidance in the English Language Advisory Committee (ELAC), Student Council, Site Safety Committee, School Advisory Committee, annual Talent Show, 6th grade promotion committee, Cooper Student Store, Popcorn Wednesdays, Math Steeplechase, Family Math Day, and the Apex Fun Run fundraiser. The Parent Teacher Organization (PTO) has a strong presence at Cooper Elementary School. The PTO sponsored fundraisers provide opportunities for campus beautification, for classroom technologies and other resources as well as reading and attendance incentives.

State Priority: Pupil Engagement

Last updated: 1/13/2020

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

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

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.20%	0.10%	0.20%	4.60%	3.50%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/13/2020

School Safety Plan (School Year 2019—20)

Cooper School's Safety Plan was revised on December 19, 2019, using data from the 2018-2019 school year. The document was presented to the School Advisory Committee/Safety Committee on January 15, 2020, for review and approval. Cooper School's Safety Plan included four objectives to guide the instructional program and daily school culture for the 2018-2019 school year. The objectives are as follows:

Objective 1: Teachers and students will engage in 21st century learning through Common Core standards, Next Generation Science Standards, AVID strategies, STEM and technology.

Objective 2: Increase student safety and connectedness to the school committee while decreasing bullying behaviors through the implementation of Positive Behavior Interventions and Support System, the adoption of Caring Schools Community curriculum to meet the social emotional needs of students, use of the Game Room, and providing students the opportunity to volunteer in the Student Store

Objective 3: Decrease the number of chronically absent students and increase the attendance of all students, thus increasing student learning and ensuring opportunities for first good teaching. Implement home visits and look for opportunities to provide interventions for parents.

Objective 4: Increase safety of staff and students through facilities control and monitoring and practicing emergency drills

Last updated: 1/13/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		4	
1	23.00		5	
2	22.00		6	
3	22.00	1	5	
4	30.00		4	
5	28.00		5	
6	24.00	1	4	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		4	
1	23.00		4	
2	23.00		5	
3	21.00	1	6	
4	30.00		4	
5	29.00		4	
6	25.00	1	5	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.00		4	
1	25.00		4	
2	25.00		4	
3	22.00		5	
4	26.00		5	
5	30.00		4	
6	27.00		4	
Other**	12.00	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.

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

Title	Ratio**
Counselors*	0.00

*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 Number of Pupils per Counselor

Last updated: 1/13/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	
Nurse	0.30
Speech/Language/Hearing Specialist	1.40
Resource Specialist (non-teaching)	
Other	0.50

*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: 1/13/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6039.36	\$354.37	\$5684.99	\$75273.86
District	N/A	N/A	\$6826.73	\$68575.09
Percent Difference – School Site and District	N/A	N/A	-20.08%	8.90%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-24.27%	-8.98%

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

Last updated: 1/24/2020

Types of Services Funded (Fiscal Year 2018—19)

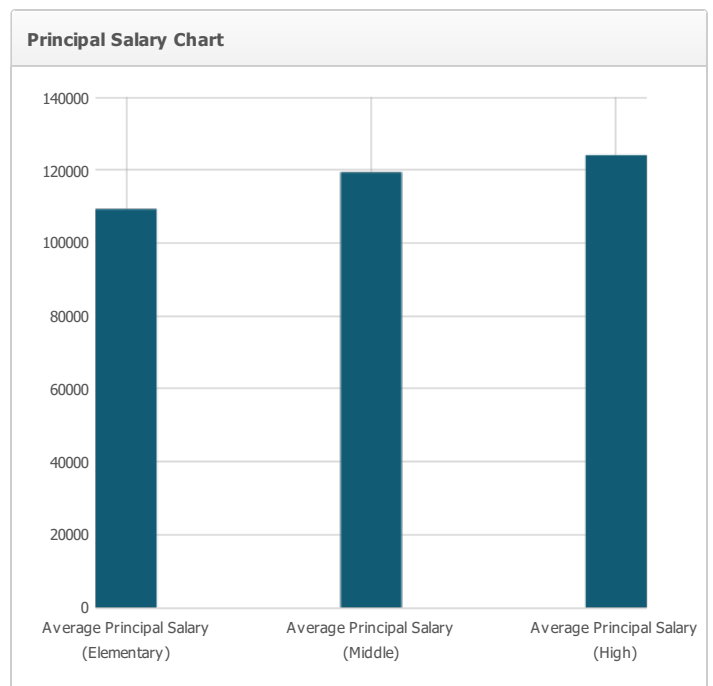
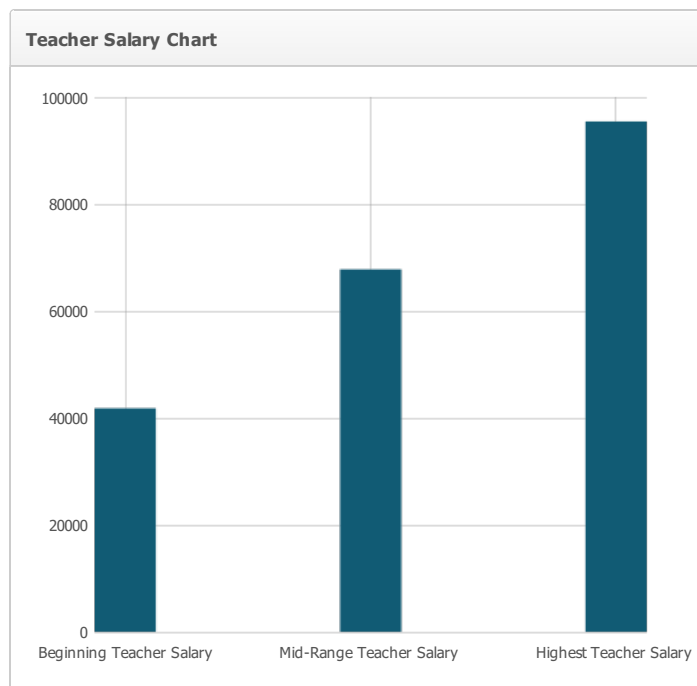
Object	Unrestricted	Restricted
1000 Certificated Salaries	2,685,414.24	184,281.17
2000 Classified Salaries	467,069.27	26,056.20
3000 Benefits	1,021,659.18	61,609.08
4000 Materials & Supplies	47,329.04	1,942.31
5000 Operating Expenses & Services	131,573.14	

Last updated: 1/22/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,815	\$51,374
Mid-Range Teacher Salary	\$67,786	\$80,151
Highest Teacher Salary	\$95,445	\$100,143
Average Principal Salary (Elementary)	\$109,308	\$126,896
Average Principal Salary (Middle)	\$119,393	\$133,668
Average Principal Salary (High)	\$124,097	\$143,746
Superintendent Salary	\$197,672	\$245,810
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated: 1/13/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13