

Copperopolis Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Copperopolis Elementary School
Street	217 School St.
City, State, Zip	Copperopolis, Ca 95228-0145
Phone Number	209-782-3500
Principal	Mrs. Sara Tutthill
Email Address	stutthill@mtwain.k12.ca.us
School Website	https://www.mtwain.k12.ca.us/Domain/74
County-District-School (CDS) Code	05-61572-6003388

2022-23 District Contact Information

District Name	Mark Twain Union Elementary
Phone Number	(209) 736-1858
Superintendent	Paula Wyant
Email Address	pwyant@mtwain.k12.ca.us
District Website Address	www.mtwain.k12.ca.us

2022-23 School Overview

District Mission Statement

Each child is unique, valuable, and gifted in many ways and can achieve full potential in social, academic, and physical development given proper amounts of encouragement, support, learning experiences, and belief in self. As a learning community, we recognize that parents and family environment are both the primary educators and our partners. Therefore, we believe that all students will succeed.

Copperopolis Elementary is a TK-6 school. The staff is committed to each child's academic, social, and emotional growth, and truly believe all students can be successful. We are dedicated to fostering positive relationships with our students, families, and community. It is important to the school community that while at Copper every student feels they can learn in a safe, caring, and engaging environment. Volunteers are highly valued and stakeholder feedback is encouraged. The school and students benefit greatly from the efforts of the members of the Copperopolis PTC, County Office of Education, School Site Council, and involved community members. State standards-based curriculum is used to support student academic growth including several intervention programs: Second Step, Collaborative Classroom, Caring School Community, PBIS, Restorative Practices, SEL, Zones of Regulation, RTI, and Freckle.

About this School

2021-22 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	28
Grade 1	29
Grade 2	34
Grade 3	29
Grade 4	31
Grade 5	45
Grade 6	36
Total Enrollment	232

2021-22 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	53.4
Male	46.6
American Indian or Alaska Native	0.9
Asian	0.0
Black or African American	1.3
Filipino	0.0
Hispanic or Latino	21.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.2
White	70.7
English Learners	1.7
Foster Youth	1.3
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	43.5
Students with Disabilities	14.2



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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.00	90.91	25.00	78.79	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.20	10.27	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	6.53	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.00	9.09	1.30	4.34	18854.30	6.86
Total Teaching Positions	11.00	100.00	31.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.50	85.19	26.90	70.12	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	7.41	4.00	10.39	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.50	6.52	11953.10	4.28
Unknown	1.00	7.41	4.90	12.94	15831.90	5.67
Total Teaching Positions	13.50	100.00	38.40	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

At Copper Elementary School, all students are loaned standards-aligned textbooks or instructional materials, or both, in core subjects, for use in the classroom and to take home. The most recent ELA text K-5th and 6th grade curriculum was adopted according to the cycle developed by the California Department of Education, making the ELA curriculum used at Copper the most current available. Presently, members of the Copper staff are working with its sister school and the school district on a curriculum committee on adopting a new science and social studies curriculum. These materials, approved for use by the state, are reviewed by teachers, administrators, and a board member. Once the curriculum committee has come to a consensus, a recommendation will be made to the School Board. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	Grades K-5 Collaborative Literacy Collaborative Classroom Grade 6 Intro to Literature HMH	Yes	0.0
Mathematics	Grades K-5 Houghton Mifflin Harcourt California Math Expressions, Common Core Grade 6 GLENCOE California Math, Your Common Core Edition	Yes	0.0
Science	Grades K-5 McMillan / McGraw Hill Grade 6 Prentice Hall California Science	No	0.0
History-Social Science	Grades K-6 Harcourt School Publishers	No	0.0
Health	Grade 5 Positive Prevention Plus	Yes	0.0

School Facility Conditions and Planned Improvements

Copperopolis Elementary and The Mark Twain Union Elementary School District take pride in the conditions of their facilities. To assist in this effort, the school district uses the State Of California's Facility Inspection Tool (FIT). The overall percentage rating based off of the FIT Evaluation was 100%. These results can be reviewed on the school's website or at the school's office.

Copperopolis Elementary School ensures that staff and students are provided a clean and safe working and learning environment. The school principal and district administration work with the custodial and facility staff to address any issues that would negatively affect the adequacy of the school facility. Furthermore, the school district allots a percentage of funds yearly to a differed maintenance account. Future improvements to the site will include a TK/K/Administration building and playground with shade structures for several locations on the playground. Ducting work for the cafeteria was conducted in December 2022.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements				
Structural: Structural Damage, Roofs	X			Classroom roof repaired in 2020
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Main playground was replaced in 2020

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	33	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	18	N/A	16	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	138	135	97.83	2.17	32.59
Female	76	73	96.05	3.95	34.25
Male	62	62	100.00	0.00	30.65
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	28	28	100.00	0.00	17.86
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	98	96	97.96	2.04	40.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	62	61	98.39	1.61	31.15
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	31	30	96.77	3.23	13.33

2021-22 CAASPP Test Results in Math by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	138	136	98.55	1.45	18.38
Female	76	74	97.37	2.63	16.22
Male	62	62	100.00	0.00	20.97
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	28	28	100.00	0.00	14.29
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	98	96	97.96	2.04	18.75
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	62	61	98.39	1.61	18.03
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	31	31	100.00	0.00	16.13

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	34.88	NT	30.71	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	43	95.56	4.44	34.88
Female	26	24	92.31	7.69	25
Male	19	19	100	0	47.37
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	31	100	0	35.48
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	15	93.75	6.25	40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91	91	91	91	91
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

It is extremely important to our school's staff that we collaboratively create an educational and social atmosphere with the families of Copperopolis Elementary School. Parents play an important role at Copper with their active participation and involvement in the classroom volunteer program, School Site Council (SSC), District English Language Advisory Committee (DELAC), Community Advisory Committee for special education (CAC), and the Parent Teacher Club (PTC). These events include an annual steak and shrimp dinner, Halloween carnival, holiday fair, book fair, spring sing, rocket launch, monthly student of the trimester assemblies, monthly educational or social emotional growth assemblies, evening performances, back to school night, open house, field trips, and parent, student, teacher conferences. For more information on events, families may contact the school office, attend a PTC or SSC meeting, or search the school's website.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	269	250	71	28.4
Female	140	132	34	25.8
Male	129	118	37	31.4
American Indian or Alaska Native	2	2	1	50.0
Asian	0	0	0	0.0
Black or African American	3	3	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	59	54	12	22.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	15	13	5	38.5
White	189	177	53	29.9
English Learners	6	6	1	16.7
Foster Youth	5	5	2	40.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	125	116	44	37.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	55	52	15	28.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.86	4.60	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	11.52	0.26	9.38	0.20	3.17
Expulsions	0.00	0.00	0.00	0.13	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.52	0.00
Female	4.29	0.00
Male	19.38	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	26.67	0.00
White	10.05	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	13.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.36	0.00

2022-23 School Safety Plan

Copperopolis and Mark Twain Elementary Schools have jointly written school safety plans that provide comprehensive systems on various school safety issues. Furthermore, periodic assessments are conducted at the Staff and School Site Council Meetings.

The School Safety Plan addresses:

Assessment of school crime committed on school campuses and at school-related functions

Child abuse reporting procedures

Disaster procedures

Suspension and expulsion policies

Procedures to notify teachers of dangerous pupils

Discrimination and harassment policies

School-wide dress code policies

Threat Assessment Procedures

Procedures for safe ingress and egress policies enacted to maintain a safe and orderly environment

Rules and procedures on school discipline

COVID-19 Pandemic guidelines

Firearm's Safety Memorandum

Furthermore, Copper has recently attended professional development regarding the active shooter, sex trafficking, COVID-19, and threat assessment procedure training. The school safety plan was last reviewed, updated, and discussed with school faculty in January 2023. The safety plan is posted on the school's website.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		1	
1	21		1	
2	22		1	
3	23		1	
4	20	2		
5	29		1	
6	30		1	
Other	18	1	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		1	
1	17	1		
2	19	1		
3	15	1		
4	27		1	
5	27		1	
6	26		1	
Other	18	3	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		1	
1	21		1	
2	18	1		
3	18	1		
4	21		1	
5	21	1	1	
6	18	2		
Other	13	3	1	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	580

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9793.78	3,637.34	\$6,156.44	\$66,426.05
District	N/A	N/A	\$5,908.03	\$69,316.50
Percent Difference - School Site and District	N/A	N/A	4.1	-4.3
State	N/A	N/A	\$5,659.61	74,053
Percent Difference - School Site and State	N/A	N/A	8.4	-10.9

2021-22 Types of Services Funded

Copperopolis Elementary School support services include supports for special education, English language learners, general education, and high achieving students.

Copper's special education program includes a team made up of an administrator, psychologist, counselor, teachers, and specialty service providers as needed. The Special education services on-site include a learning center/resource program, adaptive physical education, OT, school psychologist, counseling, and speech services. These programs are taught by credentialed teachers and assisted by Para Educators.

Being in a rural school district, Copperopolis Elementary School relies on the Calaveras County Office of Education, state-provided services, and several other county agencies such as occupational therapy, Adaptive Physical Education, school psychologist, school nurse, counseling, student mentoring, assistive technology, the Grandparent Project, Grief Busters, behavior health, foster youth, homeless liaison, TUPE, pre-school, social worker services, First Five of Calaveras County, online tutoring services, and a wellness center provided by Sierra Child and Family Services in conjunction with Copperopolis Elementary School.

The on-site Student Study Team (SST) is a significant component in our MTSS program and supports struggling general education students TK-6. A push in Title I reading intervention program centered around SIPPS intervention provides general education and special education students extended learning opportunities. A school-wide Response to Intervention program offers remediation through Collaborative Classroom and SIPPS, as well as an enrichment program ran through the library, resource/learning center, and general education classroom for those who have tested out of the intervention program. All students receive social-emotional learning through morning meetings, positive student-staff relationships, Second Step, and the Caring School Community Curriculum. An after-school intervention program is offered to all 1st through 6th grade students for 1 hour in a 6-week session.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$36,106	\$46,844
Mid-Range Teacher Salary	\$67,716	\$73,398
Highest Teacher Salary	\$102,464	\$93,345
Average Principal Salary (Elementary)	\$92,525	\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$130,000	\$136,296
Percent of Budget for Teacher Salaries	32%	30%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Staff development opportunities are a high priority at our site, for the district, and the county office of education. District professional collaboration days are held twice every month to facilitate professional growth and collaboration between the district's staff. Teachers and classified employees are encouraged to attend workshops and trainings which assist them in obtaining their professional goals and benefit the site as a whole. Furthermore, the site benefits from trainings offered by the Calaveras County Office of Education and works closely with San Joaquin County Office of Education which provides site-based coaching in universal design for learning, multi-tiered system of supports, English language learner supports, and biases in special education.

New teachers are highly valued at Copper. They are provided with assistance by district induction mentors and caring colleagues. In addition, teachers new to the profession receive coaching by the site principal and peers. They are encouraged to observe best teaching practices from peers within and outside of the district.

The professional development focus for the district through 2021-2022 school years has been the newly adopted Collaborative Classroom curriculum and Reading Literacy, SIPPS, Equity, and Social Emotional Learning.

At site staff meetings, Copper's staff train in areas such as; collaborative classroom, caring school community, creating and analyzing data, Response to Intervention, Social Emotional Learning, self-care through county resources (Compassion Fatigue Project), County Online Tutoring Training, and Multi-tiered System of Supports. Additional staff development this school year has supported Positive Behavior Interventions and Supports, student trauma, special education, TAP, fidgets, SEL, and mindfulness.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	10	