

Copperopolis Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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
Grade Span	K-6
County-District-School (CDS) Code	05-61572-6003388

2024-25 District Contact Information	
District Name	Mark Twain Union Elementary
Phone Number	(209) 736-1855
Superintendent	Louis Simson
Email Address	lsimson@mtwain.k12.ca.us
District Website	www.mtwain.k12.ca.us

2024-25 School Description and Mission Statement
District Mission Statement We Promise to create a safe, supportive, and inclusive space where each and every student is empowered to achieve and inspired to 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,

2024-25 School Description and Mission Statement

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: Character Strong to 2024-2025, Collaborative Classroom, Caring School Community, PBIS, Restorative Practices, SEL, Zones of Regulation, and RTI.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	34
Grade 1	34
Grade 2	21
Grade 3	27
Grade 4	31
Grade 5	25
Grade 6	26
Total Enrollment	198

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52
Male	48
American Indian or Alaska Native	0.5
Black or African American	0.5
Hispanic or Latino	20.2
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5.1
White	73.2
English Learners	1.5
Homeless	0.5
Socioeconomically Disadvantaged	50.5
Students with Disabilities	18.2

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/Incomplete/NA	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/Incomplete/NA	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.

2022-23 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	24.70	70.73	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	9.09	3.00	8.57	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.80	8.15	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.40	6.92	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	1.90	5.57	14303.80	5.15
Total Teaching Positions	11.00	100.00	34.90	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
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	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

At Copperopolis 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. The most recent science and social studies TK-6th grade curriculum was adopted in 2023 via the recommendation of the district curriculum committee, parent examination at the district office prior to adoption, open session at a board meeting for discussion, and the recommendation and approval to the school board for SAVVAS Learning. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5 Collaborative Literacy (2018) Collaborative Classroom(2018) Grade 6 Intro to Literature HMH (2021)	Yes	0.0
Mathematics	Grades K-5 California Math Expressions (2018) Grades 6-8 McGraw Hill Glencoe CA Math (2018) Frax Reflex	Yes	0.0
Science	Savvas Learning (2023)	Yes	0.0
History-Social Science	Savvas Learning (2023)	Yes	0.0
Health	Grade 5 Positive Prevention Plus (2014)	Yes	0.0

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

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. Playground with shade structures for several locations on the playground were completed. Ducting work for the cafeteria was conducted in December 2022. The exterior campus was repainted this school year, 2024.

Year and month of the most recent FIT report

10/21/2024

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			
Structural: Structural Damage, Roofs	X			Gym: Cracking in glulam beam, retrofit plan under development
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground needs some repairs and more bark

Overall Facility Rate

Exemplary	Good	Fair	Poor
	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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	35	29	29	24	46	47
Mathematics (grades 3-8 and 11)	15	19	11	10	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	111	109	98.20	1.80	29.36
Female	49	47	95.92	4.08	38.30
Male	62	62	100.00	0.00	22.58
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	23	23	100.00	0.00	21.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	81	79	97.53	2.47	32.91
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	55	98.21	1.79	23.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	3.45

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	111	109	98.20	1.80	19.27
Female	49	47	95.92	4.08	14.89
Male	62	62	100.00	0.00	22.58
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	23	23	100.00	0.00	4.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	81	79	97.53	2.47	25.32
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	55	98.21	1.79	21.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	6.90

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	11.54	7.69	18.06	13.10	30.29	30.73

2023-24 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	27	26	96.30	3.70	7.69
Female	12	11	91.67	8.33	9.09
Male	15	15	100.00	0.00	6.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	21	20	95.24	4.76	5.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	13	92.86	7.14	7.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

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.

2023-24 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. The administration of the PFT requires only participation results 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	100%	100%	100%	100%	100%
Grade 7	96%	98%	98%	96%	98%

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.
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2024-25 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. All parents are encouraged to attend monthly board meetings and our annual LCAP advisory meetings. Open communication with our families is extremely important, so we make sure to utilize a variety of communication modalities. Dialers, monthly newsletter, flyers, and in-person contact is utilized to contact and inform parents for ways to become involved in their children's educational development. 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 Trunk or Treat, holiday craft 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, and a myriad of fundraisers. For more information on events, families may contact the school office, attend a PTC or SSC meeting, or search the school's website.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	228	219	66	30.1
Female	120	113	35	31.0
Male	108	106	31	29.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	49	16	32.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	12	3	25.0
White	162	155	46	29.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	120	115	44	38.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	49	47	16	34.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	11.52	14.83	7.02	9.38	11.61	8.29	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.13	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.02	0.00
Female	1.67	0.00
Male	12.96	0.00
Non-Binary		
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	2.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.64	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	11.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.33	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 is reviewed, updated, discussed, and approved annually. 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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution				
This table displays the 2022-23 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		2	
1	42			1
2	24		1	
3	23		1	
4	24		1	
6	26		1	
Other	25		3	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	14	2		
1	27	1		1
2	21		1	
3	14	15		
4	16	11		
5	25		6	
6	26		6	
Other	21		1	

2023-24 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	495

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	1.8

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$11,000	\$ 3,460	\$7,539	\$72,030
District	N/A	N/A	\$6,584	
Percent Difference - School Site and District	N/A	N/A	13.5	3.6
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	-35.3	-9.8

Fiscal Year 2023-24 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, family liaison shared with BHUHSD, mental health clinician shared with BHUHSD, 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. Title 1 also provides math and writing support to our qualifying struggling learners. A school-wide Response to Intervention program offers remediation through Collaborative Classroom, Orton Gillingham Plus, 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 4th through 6th grade students for 1 hour in a 6-week session during the spring.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		\$51,352
Mid-Range Teacher Salary		\$80,424
Highest Teacher Salary		\$103,442
Average Principal Salary (Elementary)		\$124,852
Average Principal Salary (Middle)		\$135,030
Average Principal Salary (High)		
Superintendent Salary		\$145,237
Percent of Budget for Teacher Salaries	29%	26%
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. 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, curriculum publishers, 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, SEL, English language learner supports, and biases in special education.

New teachers are highly valued at Copper and receive an introduction to MTUESD in-service day at the beginning of the school year. 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.

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 implementation of I-Ready Assessments, Character Strong Implementation, Saavas Science Curriculum Implementation and Beyond SST Implementation

Due to budget reductions, there are no Professional Development full days. Every Friday for the last two hours of the contract day is professional development and collaboration time (31 days).

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	0	31