

Copperopolis Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/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).

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.

2025-26 School Contact Information

School Name	Copperopolis Elementary School
Street	646 Stanislaus Ave
City, State, Zip	Angels Camp, Ca, 95222-1239
Phone Number	209-782-3500
Principal	Jessica Handgis
Email Address	jhandgis@mtwain.k12.ca.us
School Website	https://www.mtwain.k12.ca.us/Domain/74
Grade Span	
County-District-School (CDS) Code	05615726003461

2025-26 District Contact Information

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

2025-26 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 Copperopolis 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: Character Strong, Collaborative Classroom, Caring School Community, PBIS, Restorative Practices, SEL, Zones of Regulation, and RTI.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	35
Grade 1	33
Grade 2	33
Grade 3	26
Grade 4	30
Grade 5	35
Grade 6	24
Total Enrollment	216

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	54.6
Male	45.4
American Indian or Alaska Native	0.5
Black or African American	0.5
Hispanic or Latino	25.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.2
White	69
English Learners	1.9
Foster Youth	0.5
Homeless	0.5
Socioeconomically Disadvantaged	59.7
Students with Disabilities	17.1

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.

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)	11.5	85.19	26.9	70.12	234405.2	84
Intern Credential Holders Properly Assigned	1	7.41	4	10.39	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.5	6.52	11953.1	4.28
Unknown/Incomplete/NA	1	7.41	4.9	12.94	15831.9	5.67
Total Teaching Positions	13.5	100	38.4	100	279044.8	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.

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	90.91	24.7	70.73	231142.4	83.24
Intern Credential Holders Properly Assigned	1	9.09	3	8.57	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	2.8	8.15	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.4	6.92	11746.9	4.23
Unknown/Incomplete/NA	0	0	1.9	5.57	14303.8	5.15
Total Teaching Positions	11	100	34.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	8	80	18.2	52.34	230039.4	100
Intern Credential Holders Properly Assigned	2	20	7	20.12	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	4.5	13.14	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	3.2	9.26	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.7	5.12	13705.8	4.91
Total Teaching Positions	10	100	34.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	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>.

2025-26 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

November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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)	0.0
Mathematics	Grades K-5 California Math Expressions (2018) Grades 6-8 McGraw Hill Glencoe CA Math (2018) Frax Reflex	0.0
Science	Savvas Learning (2023)	0.0
History-Social Science	Savvas Learning (2023)	0.0
Health	Grade 5 Positive Prevention Plus (2014)	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. Playground with shade structures for several locations on the playground were completed. The exterior campus was repainted in 2024 and on-going carpet replacement and reseal activity is scheduled. The gym roof beams were also extensively retrofitted over the past year.

Year and month of the most recent FIT report

9/30/2025

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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		some doors and gutters need replacing/fixing

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	29	38	24	34	47	48
Mathematics (grades 3-8 and 11)	19	28	10	19	35	37

2024-25 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	117	114	97.44	2.56	37.72
Female	59	58	98.31	1.69	36.21
Male	58	56	96.55	3.45	39.29
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	31	100.00	0.00	35.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	77	74	96.10	3.90	39.19
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	63	98.44	1.56	30.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	13.04

2024-25 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	117	114	97.44	2.56	28.07
Female	59	58	98.31	1.69	25.86
Male	58	56	96.55	3.45	30.36
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	31	100.00	0.00	19.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	77	74	96.10	3.90	33.78
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	63	98.44	1.56	25.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	0.00

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	7.69	27.27	13.1	16.56	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	33	94.29	5.71	27.27
Female	19	18	94.74	5.26	27.78
Male	16	15	93.75	6.25	26.67
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	13	13	100.00	0.00	15.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	13	86.67	13.33	46.15
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	25.00
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.

2024-25 California Physical Fitness Test Participation Rates

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%

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.

2025-26 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, 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	238	232	44	19.0
Female	127	125	21	16.8
Male	111	107	23	21.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	63	61	11	18.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	3	27.3
White	161	157	29	18.5
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	144	140	34	24.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	44	10	22.7

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
14.83	7.02	8.4	11.61	8.29	4.88	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.40	0.00
Female	1.57	0.00
Male	16.22	0.00
Non-Binary	0.00	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	4.76	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.09	0.00
White	9.32	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.72	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.91	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.

2025-26 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.

Components of the Comprehensive School Safety Plan (EC 32281) include:

- (A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
- (B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)
- (C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
- (D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
- (E) Sexual Harassment Policies (EC 212.6 [b])
- (F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
- (G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
- (H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)
- (I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)
- (K) Hate Crime Reporting Procedures and Policies
- (J) Procedures to Prepare for Active Shooters
- Procedures for Preventing Acts of Bullying and Cyber-bullying
- Opioid Prevention and Life-Saving Response Procedures
- Response Procedures for Dangerous, Violent, or Unlawful Activities
- Instructional Continuity Plan
- Engagement with Pupils and Families
- Access to Instruction
- Instructional Continuity
- Access (Equity, Accessibility, and Inclusion)
- Professional Learning
- Well-Being and Support Services
- Site-Based Collaboration
- Return to Site-Based Learning
- Integration with Comprehensive School Safety Plan (CSSP)
- Review and Updates of this Instructional Continuity Plan (ICP)
- Procedures for Immigration Enforcement Notification
- Procedures Regarding Pupil Smartphone Use During Emergencies

Furthermore, Copper has recently attended professional development regarding the active shooter 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.

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	0	2	0
1	42	0	0	1
2	24	0	1	0
3	23	0	1	0
4	24	0	1	0
5	0	0	0	0
6	26	0	1	0
Other	25	0	3	0

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	

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	11	1		
2	27		1	
3	25		7	
4	30		6	
5	30		6	
Other	28		8	

2024-25 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	330

2024-25 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)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$15,052	\$ 4,851	\$10,201	\$78,858
District	N/A	N/A	\$6,584	\$74,498
Percent Difference - School Site and District	N/A	N/A	43.1	12.1
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-5.4	-0.7

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2024-25 Types of Services Funded

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, behavioral health, foster youth, homeless liaison, TUPE,, pre-school, social worker services, First Five of Calaveras County, 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, Barton Reading, 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 and the Character Strong program. An after-school intervention program is offered to students through the Attendance Recovery program.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,087	\$55,248
Mid-Range Teacher Salary	\$78,657	\$80,746
Highest Teacher Salary	\$121,331	\$109,655
Average Principal Salary (Elementary)	\$114,988	\$133,828
Average Principal Salary (Middle)	\$114,246	\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$146,316	\$155,954
Percent of Budget for Teacher Salaries	27.69%	25.26%
Percent of Budget for Administrative Salaries	5.63%	6.12%

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 an independent consultant who is an in-person and virtual Math Coach.

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, district Math Coaching, creating and

Professional Development

analyzing data, SIPPS, Response to Intervention, Social Emotional Learning, county SELPA resources such as Pro-Act 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 is only one Professional Development full day. Every Friday for the last 2.25 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	0	31	31