

Copperopolis Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Mr. Paul Gehres, Principal

 Principal, Copperopolis Elementary

About Our School

Copperopolis Elementary is a rural TK-6 school in the foothills of Calaveras County. We are approximately 40 miles east of Stockton, CA. We have a variety of services for students including counseling. We provide district services for Special Day Class students TK- 3rd grade. Sports are offered for students in good academic standing for 5th and 6th graders. When students reach 7th grade they attend Mark Twain Elementary in Angels Camp, CA. Our staff has been trained in implementing the new California Standards with a focus this year in Next Generation Science Standards. Our current enrollment is 264 students. Copperopolis Elementary has a very active Parent Teacher Club and has the support of local service organization such as Lake Tullock Lions Club and Saddle Creek Gardent club.

Principal's Comment

Mr. Paul Gehres

Principal of Copperopolis Elementary

Contact

Copperopolis Elementary
217 School St.
Copperopolis, CA 95228-0145

Phone: 209-782-3500

E-mail: pgehres@mtwain.k12.ca.us

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Mark Twain Union Elementary
Phone Number	(209) 736-1855
Superintendent	Julia Tidball
E-mail Address	jtiddball@mtwain.k12.ca.us
Web Site	www.mtwain.k12.ca.us

School Contact Information (School Year 2017-18)	
School Name	Copperopolis Elementary
Street	217 School St.
City, State, Zip	Copperopolis, Ca, 95228-0145
Phone Number	209-782-3500
Principal	Mr. Paul Gehres, Principal
E-mail Address	pgehres@mtwain.k12.ca.us
Web Site	https://www.mtwain.k12.ca.us/Domain/74
County-District-School (CDS) Code	05615726003388

Last updated: 1/29/2018

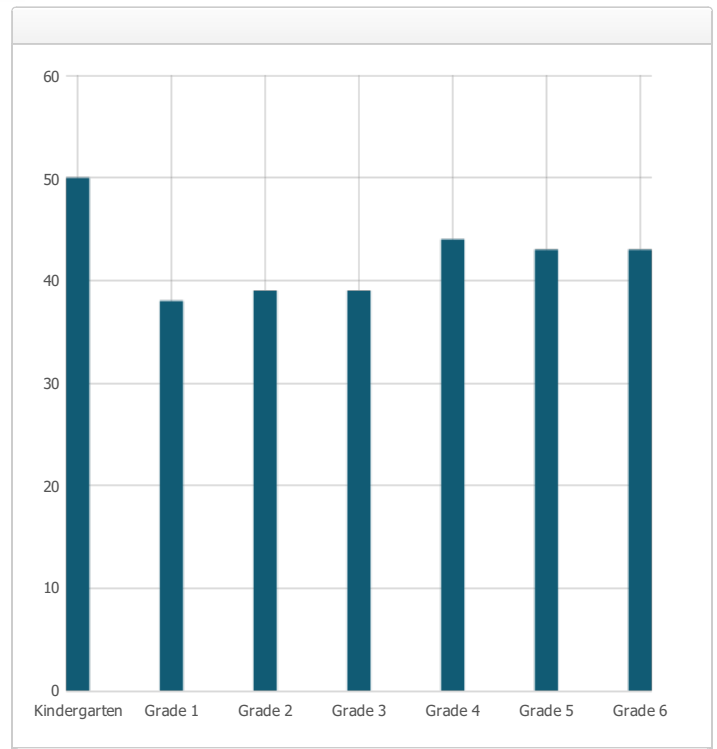
School Description and Mission Statement (School Year 2017-18)

Copperopolis Elementary School is a rural K-6 school of approximately 265 students located in the foothills of Calaveras County. Our school along with Mark Twain Elementary School in Angels Camp form the Mark Twain Union elementary School district. The school staff is committed in providing all students a California State common core Standards based education with a foundation of the utilization of best practices and current research. The education provided by Copperopolis Elementary School enables students to become successful and productive member of society. A high priority is placed upon maintaining a safe environment which supports student learning and is characterized by respect and caring on the part of the students, staff and parent communities.

Last updated: 1/29/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	50
Grade 1	38
Grade 2	39
Grade 3	39
Grade 4	44
Grade 5	43
Grade 6	43
Total Enrollment	296



Last updated: 1/29/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.4 %
American Indian or Alaska Native	2.0 %
Asian	1.0 %
Filipino	0.3 %
Hispanic or Latino	19.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	69.3 %
Two or More Races	5.7 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	63.9 %
English Learners	5.1 %
Students with Disabilities	15.9 %
Foster Youth	2.0 %

Last updated: 1/29/2018

A. Conditions of Learning

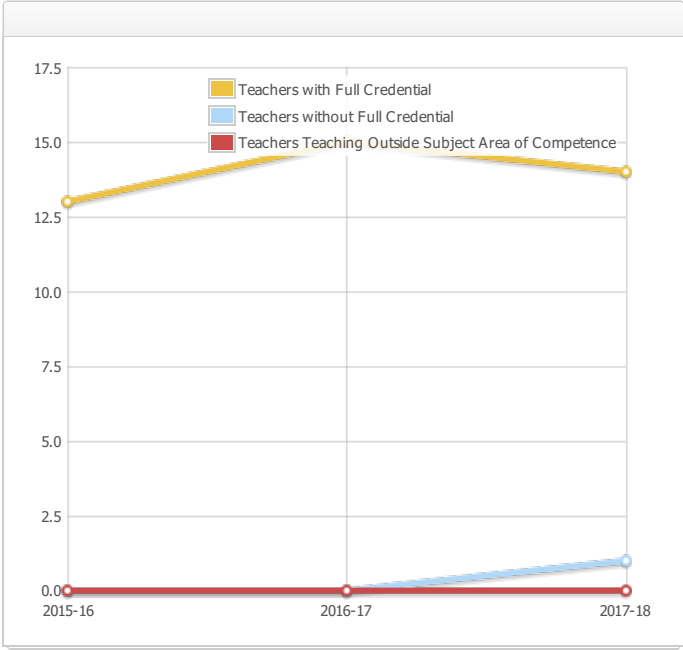
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

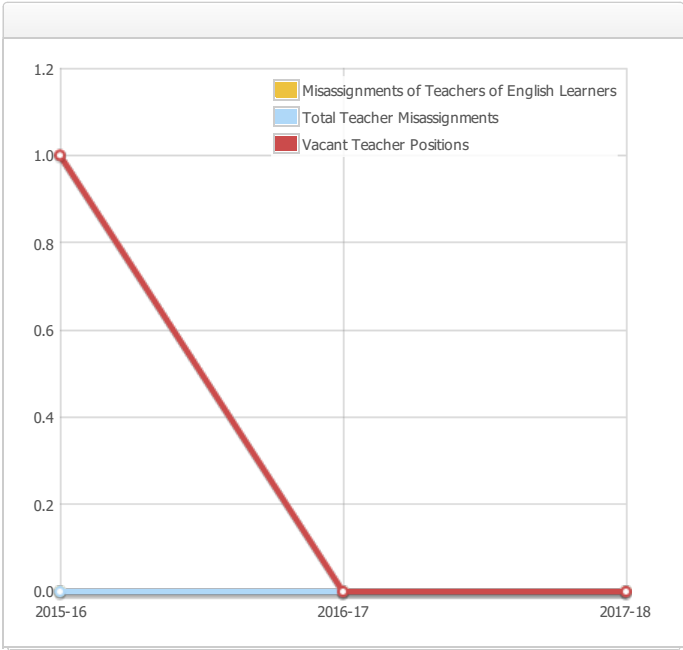
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	13	15	14	40
Without Full Credential	0	0	1	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/29/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-% Treasures McGraw Hill 6th grade Holt	No	0.0 %
Mathematics	TK-6 EnVision CA Common Core	No	0.0 %
Science	McMillan McGraw K-5 Prentice Hall 6th	No	0.0 %
History-Social Science	Pearson Scott Foresman K-1 Harcourt Reflections 2-6	No	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/29/2018

School Facility Conditions and Planned Improvements

Copperopolis Elementary School facilities are safe, clean and well maintained. Our campus is composed of fifteen classroom buildings, a media center , a multipurpose building, an office and a restroom building. The campus includes a track, field and playground area. Maintenance and custodial services are provided by on full-time and one part-time staff members in addition to District support staff personnel. The school works in conjunction with a local garden organization regarding landscape improvements and school garden projects.

Last updated: 1/29/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Air filters are replaced on a regular basis. When units fail they are repaired or if necessary replaced.
Interior: Interior Surfaces	Good	Tiles need to be repaired in the multi-purpose room.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	At the first sign of pests, an exterminator is notified.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Everything has been brought up to date.
Structural: Structural Damage, Roofs	Good	Roofs are monitored after large rain events to check for leaks. Currently, there are no leaks. The ramp to room F is in need of repair.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Baseball field needs to be regraded with new dirt and the field needs to be reseeded to grass.

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good
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Last updated: 1/29/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	49%	44%	46%	42%	48%	48%
Mathematics (grades 3-8 and 11)	40%	34%	33%	32%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	168	164	97.62%	43.90%
Male	89	86	96.63%	38.37%
Female	79	78	98.73%	50.00%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	32	30	93.75%	33.33%
Native Hawaiian or Pacific Islander				
White	117	115	98.29%	43.48%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	104	101	97.12%	37.62%
English Learners	--	--	--	
Students with Disabilities	29	26	89.66%	15.38%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/4/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	168	163	97.02%	33.74%
Male	89	85	95.51%	31.76%
Female	79	78	98.73%	35.90%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	32	29	90.63%	34.48%
Native Hawaiian or Pacific Islander				
White	117	115	98.29%	31.30%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	104	101	97.12%	27.72%
English Learners	--	--	--	
Students with Disabilities	29	26	89.66%	15.38%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/4/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	56.0%	55.0%	55.0%	54.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/4/2018

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	14.0%	18.6%	48.8%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/4/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to volunteer on our campus. We have a variety of ways in which parents can assist us. We have a volunteer work with students in the "Read Naturally" program every morning from 8:00 to 8:30 every morning. We enjoy parents joining us on field trips and help out in classrooms for various activities. Copperopolis Elementary has a very active PTC who sponsor various student activities and projects through fund raising. Parents are member of our School Site Council, Citizens Bond Oversight Committee, and Positive Behavior, Intervention and Support (PBIS) committee promoting positive school culture. Currently the PBIS committee is exploring rewards for students who exhibit positive behaviors at school.

State Priority: Pupil Engagement

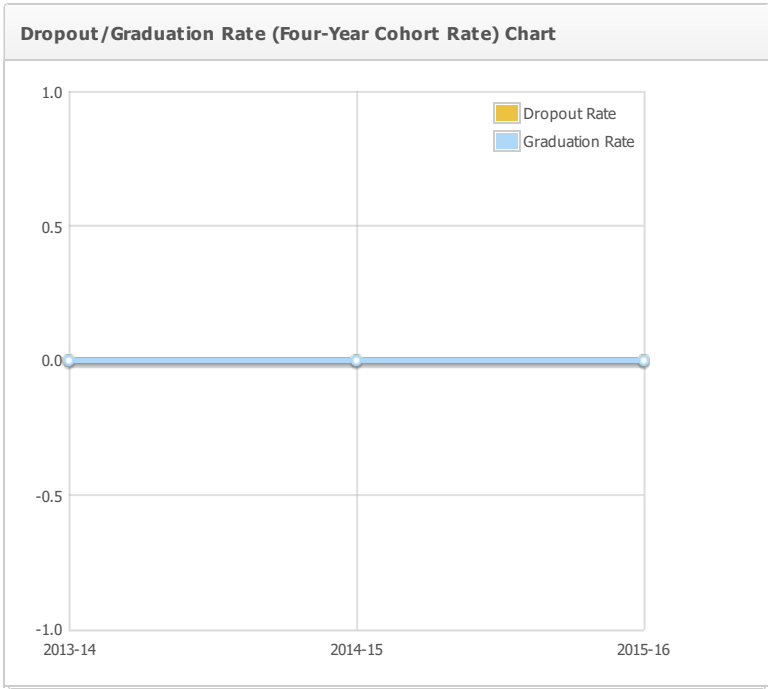
Last updated: 1/17/2018

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	--	--	--	81.0%	82.3%	83.8%



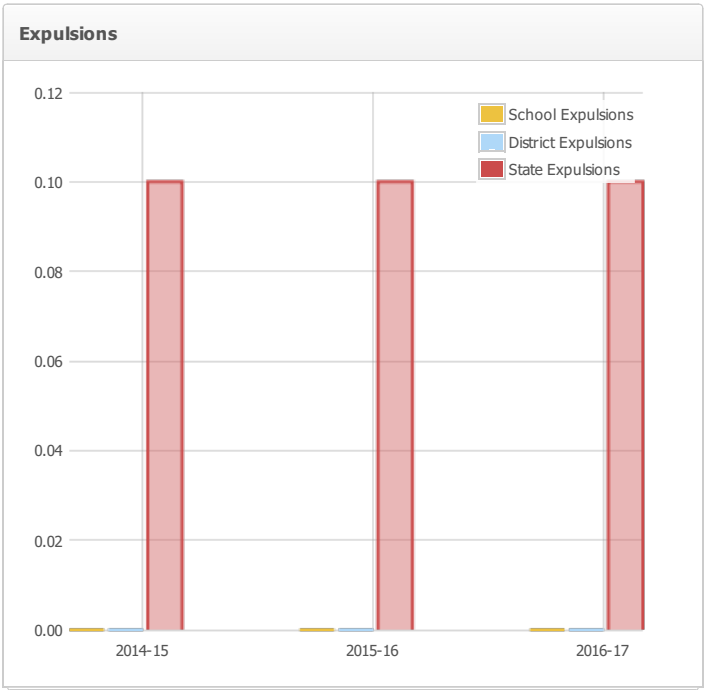
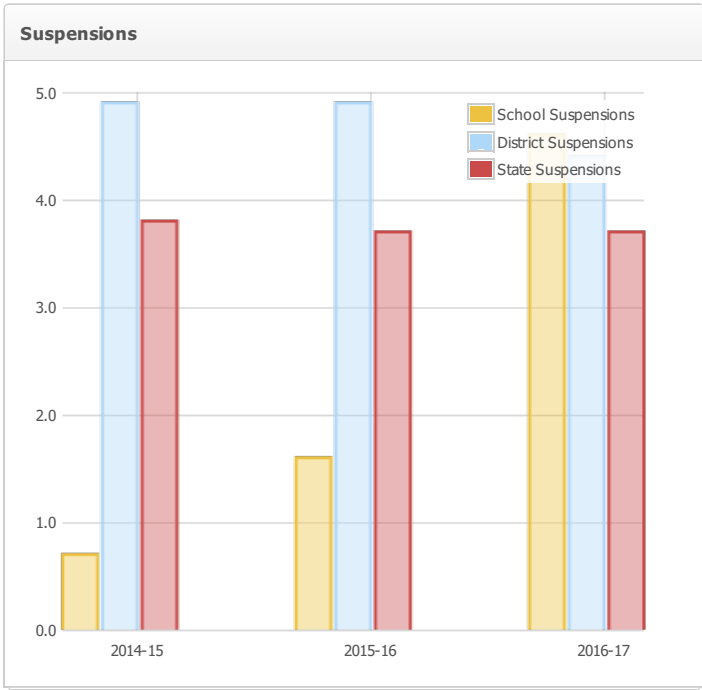
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.7%	1.6%	4.6%	4.9%	4.9%	4.4%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/17/2018

School Safety Plan (School Year 2017-18)

Copperopolis elementary review its safety plan annually, next review will take place 1/24. We participate in monthly fire drills and practice various other types of drills including earthquake and lock down. We work with local law enforcement regarding best practices of active shooter response and other emergencies. Staff members receive trainings presented by law enforcement including elements of Hide, Flight or Fight procedures. Staff knows how to evacuate the school for fire drills and how to lock and hold in the event of a suspicious person on campus. We have a designated off campus rendezvous location for evacuation and reunification. Staff have been trained in various FEWMA protocols. We will continue working on fine tuning reunification procedures.

Last updated: 1/17/2018

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0%

Last updated: 1/4/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	0	2	0	17.0	3	0	0	24.0	0	2	0
1	18.0	1	0	0	19.0	2	0	0	17.0	2	0	0
2	21.0	1	1	0	24.0	0	1	0	20.0	2	0	0
3	23.0	0	2	0	24.0	0	2	0	24.0	0	1	0
4	26.0	0	2	0	30.0	0	1	0	27.0	0	2	0
5	30.0	0	1	0	30.0	0	2	0	26.0	0	1	0
6	33.0	0	0	1	29.0	0	1	0	30.0	0	2	0
Other	9.0	1	0	0	0.0	0	0	0	11.0	1	0	0

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

Last updated: 1/4/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6760.0	\$1964.0	\$5096.0	\$63827.0
District	N/A	N/A	\$6770.0	\$63827.0
Percent Difference – School Site and District	N/A	N/A	-28.2%	0.0%
State	N/A	N/A	\$6574.0	\$61939.0
Percent Difference – School Site and State	N/A	N/A	-25.3%	3.0%

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

Types of Services Funded (Fiscal Year 2016-17)

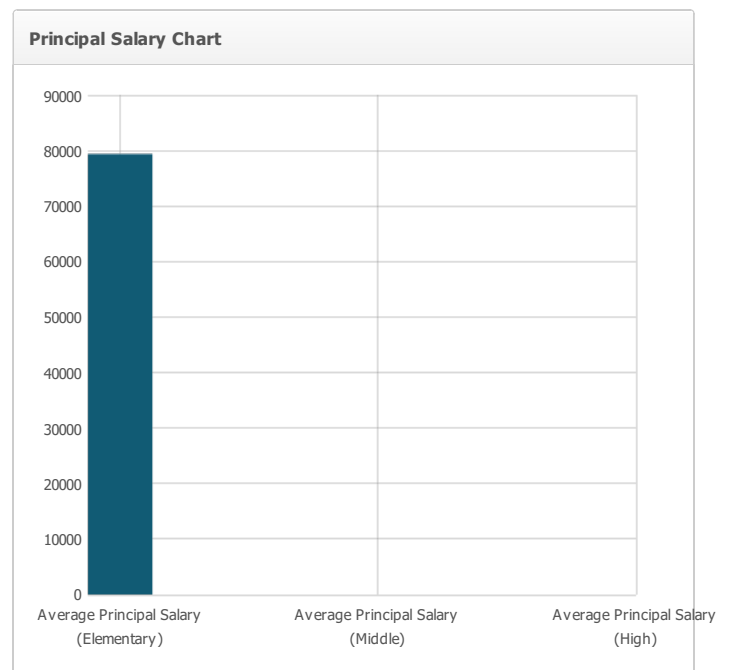
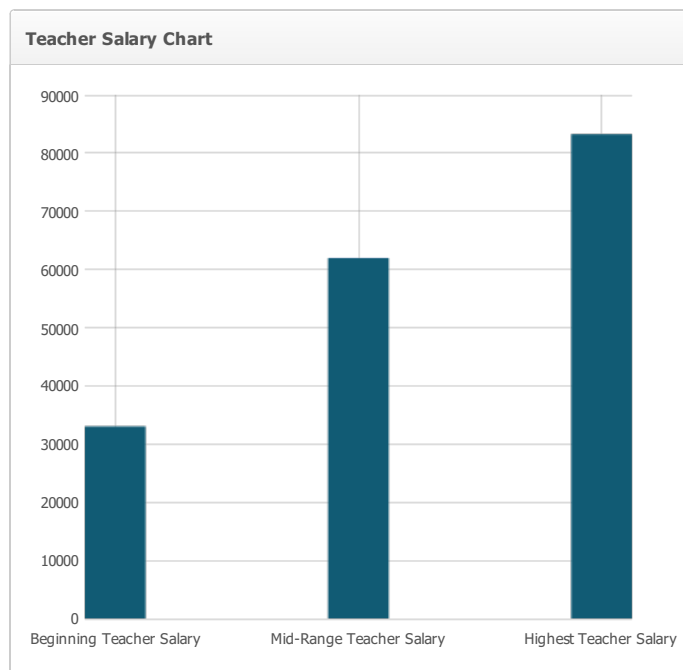
Copperopolis Elementary has a Resouce Specialist teacher servicing students in grades 1-6 and a Special Day Class teacher servicing special needs students in grades K-3. In addition Copperopolis Elementary offers Speech and Language, Adaptive PE, Vision Impairment, and Occupaitional Therapy services to those student who have IEP's. The ASSIST process is the school's Response to Intervention and supports struggling students K-6. This team develops measurable goals for students to track progress. Copperopolis Elementary utilizes a Title I teacher for additional support for those students who are having difficulties meeting standards.

Last updated: 1/17/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,045	\$42,598
Mid-Range Teacher Salary	\$61,975	\$62,232
Highest Teacher Salary	\$83,272	\$80,964
Average Principal Salary (Elementary)	\$79,371	\$102,366
Average Principal Salary (Middle)	\$	\$104,982
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$112,720	\$117,868
Percent of Budget for Teacher Salaries	34.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

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



Last updated: 1/17/2018

Professional Development

Staff development opportunities are a high priority at our site and for the Mark Twain Union Elementary School District. Professional Collaboration Day are held twice monthly to facilitate professional growth and collaboration between the Kistrict teaching staff. Teacher and classified employees are encouraged to attend workshops and training which will assist them in obtaining their proessional goals and benefit the site as a whole. The site staff benefits form trainings offered by the Calaveras County Office of Education and neighboring county offices, outside agencies and a partnership with the Jan Joaquin County Office of Education RSDSS program. Staff collaborates in other ways such as book reads, Instructional Rounds and peer trainings in technology. All staff memebers are committed in receiving training in the California State Common Core Standards. Special Education staff-both classified and certificated - participate in training for Autism Program Development and Review including Evidence Based Practices. Probationary teachers receive support through the new teacher induction program. The focus in the 2016-17 school year has been

NGSS implementation as well as writing instruction.

Last updated: 1/17/2018