

Copperopolis Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Copperopolis Elementary School
Street	217 School St.
City, State, Zip	Copperopolis, Ca 95228-0145
Phone Number	209-782-3500
Principal	Mr. Joshua O'Geen
Email Address	jogeen@mtwain.k12.ca.us
Website	www.mtwain.k12.ca.us/Domain/74
County-District-School (CDS) Code	05-61572-6003388

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Mark Twain Union Elementary
Phone Number	(209) 736-1855
Superintendent	Paula Wyant
Email Address	pwyant@mtwain.k12.ca.us
Website	www.mtwain.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

District Mission Statement

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

Copperopolis Elementary is a TK-6 school. The staff is committed to each child's academic, social, and emotional growth, and truly believe all students can be successful. We are dedicated to fostering positive relationships with our students, families, and community. It is important to the school community that while at Copper every student feels they can learn in a safe, caring, and engaging environment. Volunteers are highly valued and stakeholder feedback is encouraged. The school and students benefit greatly from the efforts of the members of the Copperopolis PTC, county office of education, and involved community members. State standards-based curriculum is used to support student academic growth including several intervention programs: Will Power Wednesday, Collaborative Classroom, Caring School Community, PBIS, and Freckle. While amidst the COVID Pandemic, Copperopolis, in conjunction with the Mark Twain Union School District, has developed a three cohort system to keep the students, staff, and community as safe as feasibly possible.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	37
Grade 1	29
Grade 2	34
Grade 3	40
Grade 4	40
Grade 5	29
Grade 6	31
Total Enrollment	240

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	1.7
Asian	0.4
Filipino	0.4
Hispanic or Latino	22.5
White	66.3
Two or More Races	6.3
Socioeconomically Disadvantaged	56.3
English Learners	4.2
Students with Disabilities	16.7
Foster Youth	1.7
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	14	13	13	
Without Full Credential	1	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2019

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

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 California Treasures Macmillan/McGraw -Hill Grade 6 Holt McDougal	No	0.0
Mathematics	Grades K-5 Houghton Mifflin Harcourt California Math Expressions, Common Core Grade 6 GLENCOE California Math, Your Common Core Edition	Yes	0.0
Science	Grades K-5 McMillan / McGraw Hill Grade 6 Prentice Hall California Science	No	0.0
History-Social Science	Grades K-6 Harcourt School Publishers	No	0.0
Health	Grade 5 Positive Prevention Plus	Yes	0.0

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 deferred maintenance account.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Classroom roof repaired in 2020
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Main playground was replaced in 2020
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	19	N/A	28	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

It is extremely important to our school's staff that we collaboratively create an educational and social atmosphere with the families of Copperopolis Elementary School. Parents play an important role at Copper with their active participation and involvement in the School Site Council (SSC), District English Language Advisory Committee (DELAC), Community Advisory Committee for special education (CAC), the Parent Teacher Club (PTC), and school Facebook page. While at this time, due to the COVID 19 Pandemic, family involvement events have been moved to a virtual platform or postponed. These events include an annual steak and shrimp dinner, book fair, spring sing, rocket launch, evening performances, coffee/tea with the principal, back to school night, open house, and parent, student, teacher conferences. For more information on events, families may contact the school office or search the school's website.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.8	3.9	5.3	4.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.5	4.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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

Furthermore, Copper has recently attended professional development regarding the active shooter, sex trafficking, COVID-19, and threat assessment procedure training. The school safety plan was last reviewed, updated, and discussed with school faculty in January 2021. The safety plan is posted on the school's website.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	16	3			23		2	1	22			
1	21	1	1		24		1		21		1	
2	20	1	1		18	2			22	1		
3	21		1		18	2			23		1	
4	24		2		14	1	1		20	2		
5	30		1		27		1		29		1	
6	24	1	1		25		2		30		1	
Other**									18	1	2	

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

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	2

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9157	2501	6656	52492
District	N/A	N/A	6030	\$64,201
Percent Difference - School Site and District	N/A	N/A	9.9	-20.1
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	-15.2	-30.6

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

Types of Services Funded (Fiscal Year 2019-2020)

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, special education day class, adaptive physical education, 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, tail wagging tutors, the grandparent project, grief busters, behavior health, foster youth, homeless liaison, tobacco use and prevention, pre-school, social worker services, first five of Calaveras County and a wellness room 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. Our school, when out of COVID protocol, utilizes an after school homework support program for grades 2-6 three days a week that is supervised by fully credentialed teachers. While in and out of COVID protocol, a push in Title I reading intervention program centered around SIPPS intervention provides general education and special education students extend learning opportunities. Furthermore, on Wednesdays, when all students are on distant learning, we provide an intervention named, "Will Power Wednesdays" for students in grades 4-6. This intervention fills learning gaps, provides homework help, classwork assistance, and assessment remediation as well as provides professional and motivational speakers to intrinsically motivate students. While out of COVID protocol a response to Intervention program offers remediation through Collaborative Classroom and Freckle by Renaissance Learning, as well as an enrichment program ran through the library and media center 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 Caring School Community Curriculum.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,106	\$46,965
Mid-Range Teacher Salary	\$67,716	\$67,638
Highest Teacher Salary	\$90,985	\$88,785

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$88,113	\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$124,368	\$128,853
Percent of Budget for Teacher Salaries	33.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	5

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

New teachers are highly valued at Copper. They are provided with assistance by district induction mentors and caring colleagues. In addition, teachers new to the profession receive coaching by the site principal and peers.

The professional development focus for the district through 2017-2020 school years has been the newly adopted math curriculum, social emotional learning, biases in special education, restructured student success team, and the 504 team process.

At site staff meetings, Copper's staff train in areas such as; collaborative classroom, caring school community creating and analyzing data, response to intervention, professional learning communities, social-emotional learning, and multi-tiered system of supports. Additional staff development this school year has supported positive behavior interventions and supports, student trauma, special education, Freckle by Renaissance Learning, universal design for learning, and mindfulness.