

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Sutters Mill Primary School	District Name	Gold Trail Union Elementary School District
Street	4801 Luneman Rd.	Phone Number	530.626.3194
City, State, Zip	Placerville, CA 95667	Web Site	www.gtusd.org
Phone Number	(530) 626-2591	Superintendent	Joe Murchison
Principal	Joe Murchison	E-mail Address	jmurchison@gtusd.org
E-mail Address	jmurchison@gtusd.org	CDS Code	09618876110167

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

OUR SCHOOL

Sutter's Mill School is located in a beautiful rural setting, nestled in the foothills, three miles from Coloma, the California gold discovery site. The Sutter's Mill School site was dedicated October 26, 1989 and opened with temporary facilities in September 1991. Permanent construction was completed in September 1992. Sutter's Mill School currently serves approximately 230 students in grades K-3.

OUR VISION

The District vision is to create and maintain an environment where every child receives a high quality education and comes to school feeling safe, cared for, and optimistic about his or her ability to learn. We are committed to providing academic programs that will lead to high achievement and assist our children to have well developed life skills for the world of the future. We are a community founded on the principle of treating others as we want to be treated and dedicated stewards of the funds entrusted to us to educate children.

The motto of Gold Trail Union School District reflects our educational goal to provide all students, regardless of background or socioeconomic status, with the comprehensive education to prepare them for success in a literate world. To attain this goal, the Sutter's Mill professional staff has adopted research and standards-based curricula, which provides a sound educational foundation for all students, yet is flexible enough to accommodate their individual needs and interests.

PROGRAMS

The school has a parent/school advisory council that annually writes a school based curricular plan. The Gold Trail Board of Trustees and the State Superintendent of Public Instruction approve the school plan annually. The plan allows the school to mix various instructional funds to support enriched and cooperative school goals for: integrated learning based on state grade level standards, thematic teaching, and parent involvement.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents play an important role in the education of their children, at home and at school. There are a number of opportunities for parents to become involved at Sutter's Mill. Parents can volunteer to work in the classroom, with the Parent Teacher Organization (PTO), participate in the School Site Council, the Technology Advisory Committee and more. Please contact Cassy Lafazan, Site Secretary at 530-626-2591 for more information. Or, visit our website at www.gtusd.org.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	79
Grade 1	53
Grade 2	55
Grade 3	47
Total Enrollment	234

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.43	White	85.47
American Indian or Alaska Native	0.0	Two or More Races	3.42
Asian	1.28	Socioeconomically Disadvantaged	30.8
Filipino	0.4	English Learners	3
Hispanic or Latino	8.97	Students with Disabilities	7.3
Native Hawaiian/Pacific Islander	0.43		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.6	2	1	0	24	0	3	0	26	1	2	0
1	17	3	0	0	24	0	2	0	30.5	0	1	1
2	17.6	3	0	0	18.6	3	0	0	30.5	0	1	0
3	18	2	0	0	20.5	1	0	0	30.5	0	2	0

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

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Our goal is to provide a physically and emotionally safe environment for the entire school community, with emphasis on our children. Our School Safety Plan is discussed with faculty, reviewed for improvements and updated with county and state emergency service providers. The final document is approved by the board, annually in June. We conduct monthly fire drills. Each trimester there is an earthquake drill, and we practice an all-person-site-evacuation by bus drill annually. In the opening day packets, families receive playground rules explaining safety procedures and practices and are encouraged to discuss this information with their children. Emergency packets, with current information and supplies, are located in every classroom and office on campus.

Students who feel good about themselves and have opportunities to receive recognition tend to perform better academically and socially. Sutter's Mill reinforces positive learning through the Gold Nugget Award (Board recognition for community service) and Student of the Week activities.

Positive Action, a comprehensive school climate program, has been adopted and practiced by the district. Each year the students are given a minimum of 20 or more (depending on grade level) lessons on such topics as goal setting, bullying, good eating habits, how to be a good friend, etc. The premise of the program is that when you act in a positive way you feel good about yourself. All teachers maintain classroom behavior standards and manners in a warm, nurturing environment. Teachers provide positive and natural consequences as appropriate.

In 2010-11 there were five suspensions and no expulsions. In 2009-10 there was one suspension and no expulsions and in 2008-09 there were no suspensions or expulsions. Consistent and fair treatment is maintained at Sutter's Mill. Our classroom climate is excellent, allowing for optimum student learning

All areas are in excellent condition and good repair. Grounds, equipment, and safety systems are inspected monthly. The buildings and grounds are maintained to the highest standards and are free of litter, safety hazards, and graffiti.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0%	.45%	2.14%	1.63%	4.8%	2.77%
Expulsions	0%	0%	0%	0%	0%	0%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2011

The district participates in an ongoing annual preventive maintenance program. Our facilities are adequate to serve our student population with sufficient space for all programs. All classrooms meet state requirements and Class Size Reduction program space requirements as specified in Education Code. All playgrounds were refurbished during the summer of 2001. New equipment was installed, and any existing equipment that did not meet safety compliance standards was removed.

The annual facility inspection was conducted on September 23, 2011 and is included here. CDE has not corrected the template below to conform with the CDE required Facility Inspection Tool (FIT). On the FIT document there is no exemplary ranking for each system, only good, fair and poor. Therefore, the exemplary column should be eliminated from the repair status selection options below. This report affirms all areas are in good condition which earned the site an exemplary overall school rating. Grounds, equipment, and safety systems are inspected monthly. The buildings and grounds continue to be maintained to a high standard and are free of litter, safety hazards, and graffiti.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interior: Interior Surfaces	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Electrical: Electrical	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Safety: Fire Safety, Hazardous Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Structural: Structural Damage, Roofs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Rating	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	13	11.62	9.62	22.02
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.75	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	.12	---
Social Worker		---
Nurse	.4	---
Speech/Language/Hearing Specialist	.6	---
Resource Specialist (non-teaching)		---
Other		---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2011

CURRICULUM IMPROVEMENT

Curriculum improvement activities have been tailored to the school and district. These activities are essential for mainstreaming and improving the quality of our instructional program. Staff input is valued for master planning and staff development focus for each year.

The administration strives to provide curriculum improvement activities, and model teaching practices are valued.

INSTRUCTION

Monitoring of progress of under-performing students is ongoing and assessed continually through teacher observation and a variety of informal and formal assessments. When intervention efforts do not result in improved achievement, teachers refer students to the Student Study Team.

English language proficiency in listening, speaking, reading, and writing is assessed annually through the California English Language Development Test (CELDT). Teachers monitor progress on an ongoing basis, and students not making progress are referred to the Student Study Team. Title I students receive a pre- and post-test to assess eligibility, progress, and to determine when they should be exited from the program. Students also demonstrate achievement through a variety of ongoing assessments that include basic reading inventories, writing samples, and mathematical computations. Students not achieving as a result of this intensive intervention program may be referred to the Student Study Team for special education assessment.

Students with special instructional requirements benefit from an integrated teaching approach. Effective communication between regular class teachers, special services teachers and student support personnel provides for adequate assistance and equal access and participation.

Supporting instructional components include: one resource class, one county special education program, a bilingual assistance/tutorial program and a speech/language program. All students are formally assessed in reading, writing, and arithmetic a minimum of three times a year to determine academic progress.

If you have any questions regarding the information presented in this report, please contact your principal, Joe Murchison, at (530) 626-2591.

The following textbooks and supplemental materials are currently in use: Open Court (2002) Language Arts program grades K-3, Wright Group K-3; Houghton Mifflin Math Program (2008); Science –Scott Foresman (2007); History/Social Studies – Harcourt (2006); Visual & Performing Arts - Silver Burdette. We have a 1:1 textbook to student ratio. All of the instructional materials are current and of good quality.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	SRA, Open Court (6/2002), primary grades; Hampton Brown, Into English (8/2001), ELL, grades K-8; Houghton Mifflin (8/2000), spelling, grades K-3.	Yes	0
Mathematics	Houghton Mifflin (2008), primary grades.	Yes	0
Science	Scott Foresman (2007), primary grades.	Yes	0
History-Social Science	Harcourt, K-3, (2006).	Yes	0
Health	Positive Action (5/2005), social skills, grades K-8.	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,696	\$2,266	\$5,430	\$62,227
District	---	---	\$5,398	\$63,906
Percent Difference: School Site and District	---	---	.5%	-2.6%
State	---	---	\$5,681	\$67,531
Percent Difference: School Site and State	---	---	-4%	-7.8%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Additional federal and state programs that supplement the regular education program are the School Library Improvement Program Grant (SLIP), Title I Reading Intervention, Title II Media, Title IV Teacher Training, Special Education, Gifted and Talented Education (GATE), Beginning Teacher Support Assistance (BTSA) and Peer Assistance Review Teacher Mentor programs, Educational Impact Aid, Rural Education Achievement Program, McKinney Vento Homeless, Limited English Proficient and Site Safety funds.

Sutter's Mill has a school nurse on campus daily, a school psychologist one-half day a week, a speech/language specialist serving students in grades K-3 three days a week, one full-time resource specialist for students with learning disabilities, and one full-time physical education specialist and a full time behaviorist.

Additional support programs provided to students include library media program five days a week, a parent volunteer computer science program one day a week, a reading resource assistance program (grades 1-3), a bilingual assistance program, a student computer center, a garden lab, a county preschool program, and an extended day child care program (grades K-8).

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,622	\$38,744
Mid-Range Teacher Salary	\$54,659	\$55,509
Highest Teacher Salary	\$70,435	\$70,567
Average Principal Salary (Elementary)	\$79,441	\$92,338
Average Principal Salary (Middle)	\$0	\$96,427
Average Principal Salary (High)	\$0	\$94,401
Superintendent Salary	\$104,827	\$109,381
Percent of Budget for Teacher Salaries	41%	37%
Percent of Budget for Administrative Salaries	7%	7%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	59	63	56	70	72	72	49	52	54
Mathematics	81	80	71	73	69	67	46	48	50
Science	0	0	0	84	81	83	50	54	57
History-Social Science	N/A	N/A	N/A	70	62	54	41	44	48

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	72	67	83	54
All Student at the School	56	71	0	N/A
Male	48	71	0	N/A
Female	64	72	0	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	0	0	0	N/A
Native Hawaiian/Pacific Islander				N/A
White	59	74	0	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	42	71	0	N/A
English Learners				N/A
Students with Disabilities	25	50	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	8	8
Similar Schools	5		

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	11	-2	-14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	6	-1	-21
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	96	842	391	865	4,683,676	778
Black or African American	1		4		317,856	696
American Indian or Alaska Native	0		3		33,774	733
Asian	0		4		398,869	898
Filipino	0		3		123,245	859
Hispanic or Latino	3		28	800	2,406,749	729
Native Hawaiian/Pacific Islander	0		1		26,953	764
White	92	842	347	869	1,258,831	845
Two or More Races	0		1		76,766	836
Socioeconomically Disadvantaged	28	815	97	824	2,731,843	726
English Learners	0		0		1,521,844	707
Students with Disabilities	16	692	55	747	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	Yes
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	0
Percent of Schools Currently in Program Improvement	---	0

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The district calendar schedules 1 staff work day, 2 full staff development days and 7 early release days for school directed staff development. During the past 3 years resources have been devoted to improving student assessment processes. In-house training was provided by El Dorado County Office of Education to train staff to use Data Director and to develop and improve teacher skills to interpret student performance assessment data. Staff development time was used to identify and choose intervention tools, to implement these tools and to assess effectiveness of intervention programs. Where possible the district provides release time for staff to participate in conference courses.

In addition, tuition fees were paid for any classroom teacher requiring Specially Designed Academic Instruction in English (SDAIE) certification to obtain the necessary skills to assist English learners in the classroom.

Under the No Child Left Behind Act, parents may also request the following information: 1) The teacher's college major, and the types of college or graduate degree(s) the teacher holds; and 2) whether their child is provided services by paraprofessionals and, if so, their qualifications. (Information available from district office at 626-3194.)