

# 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	
<b>School Name</b>	Gold Trail Elementary School	<b>District Name</b>	Gold Trail Union Elementary School District
<b>Street</b>	889 Cold Springs Rd.	<b>Phone Number</b>	530.626.3194
<b>City, State, Zip</b>	Placerville, CA 95667	<b>Web Site</b>	<a href="http://www.gtusd.org">www.gtusd.org</a>
<b>Phone Number</b>	530.626.2595	<b>Superintendent</b>	Joe Murchison
<b>Principal</b>	Stephany Rewick	<b>E-mail Address</b>	<a href="mailto:jmurchison@gtusd.org">jmurchison@gtusd.org</a>
<b>E-mail Address</b>	<a href="mailto:srewick@gtusd.org">srewick@gtusd.org</a>	<b>CDS Code</b>	09618876005516

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

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

#### OUR DISTRICT VISION

The vision for Gold Trail School District 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.

#### OUR SCHOOL MISSION

We strive to make Gold Trail School a place where students, parents, and staff work together to provide a positive, caring, and safe place where each student can achieve his or her personal best.

**SCHOOL DESCRIPTION**

Gold Trail School is located in a beautiful, rural setting, three miles from Coloma where gold was first discovered in California. The school property is completely surrounded by Gold Hill Ranch a 272 acre property recently acquired by American River Conservancy for its historical and natural value. The school has a student enrollment of 307 and serves grades four through eight. Gold Trail's 4th grade is self-contained. Gold Trail provides two core teachers for Language Arts, History, Science, and Math in grades five and six. Seventh and eighth grade students attend core classes as well as an offering of elective courses. All students attend physical education. Grades 4 through 6 attend a Music or Band class and in 7th and 8th grade, Band or Performing Arts are offered.

**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.

There are a number of opportunities to become involved at Gold Trail School. Parents can volunteer to work in the classroom, with the Parent Teacher Organization (PTO), participate in the School Site Council the Technology Committee and more. Visit our website at [www.gtusd.org](http://www.gtusd.org) or contact Terri Orio, Gold Trail Office Manager at 530-636-2595.

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

Grade Level	Number of Students
Grade 4	56
Grade 5	60
Grade 6	71
Grade 7	55
Grade 8	65
<b>Total Enrollment</b>	<b>307</b>

**Student Enrollment by Group (School Year 2010-11)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.63	White	85.99
American Indian or Alaska Native	.98	Two or More Races	0.33
Asian	2.28	Socioeconomically Disadvantaged	24.4
Filipino	0	English Learners	3.6
Hispanic or Latino	8.47	Students with Disabilities	10.4
Native Hawaiian/Pacific Islander	0.33		

**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+	
4	21	1	2	0	26	0	2	0	28	0	2	0	
5	24	24	0	2	0	30	0	2	0	30	0	2	0
6	30	0	2	0	24.5	0	2	0	35.5	0	0	2	

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.2	1	4	0	25	1	4	0	28	0	3	1
Mathematics	21.5	4	2	0	25	0	5	0	28	0	3	1
Science	25.3	3	3	0	25	1	4	0	29.8	0	3	1
Social Science	26.8	1	3	1	26.8	0	4	0	28.5	0	3	1

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### 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.

Students who feel good about themselves and have opportunities to receive recognition are inclined to perform better academically and socially. Gold Trail reinforces positive learning through the Gold Nugget Award (Board recognition for community service), Honor Roll Awards, Athletic Awards, Honor Band, and many individual classroom award programs.

In 2011, the suspension rate was 3.3% and the expulsion rate was 0%. In 2010, the suspension rate was 7.76%, and the expulsion rate was 0%. In 2009, the rate of suspensions was 2.7% and the rate of expulsions was 0. Each case is handled individually and options are fully explored to remedy the situation. Gold Trail School has a no-tolerance attitude about name-calling, teasing, and bullying. The students have ongoing awareness and incentive programs to discourage bullying and harassment. The administration provides yearly in-service training for staff to keep everyone informed on the latest research on how to combat bullying.

Gold Trail School has a safety plan located in every classroom. The plan details procedures for such emergencies as bomb threats, intruders, and earthquakes. Earthquake and fire drills are practiced each trimester and an entire site evacuation-by-bus drill is conducted annually. Every year updates and modifications are made to the plan that is then ratified by the School Site Council and Board of Trustees.

#### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	2.69%	7.76%	3.26%	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

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**Year and month in which data were collected:** September 2011

The Gold Trail School District receives deferred maintenance funding which is currently flexible under Tier III. These dollars remain targeted for Deferred Maintenance spending but reside in Fund 17 for emergency use. Gold Trail School has refurbished a number of classrooms and continues to update and improve the facility. In November of 2002, the residents of Gold Trail School District passed a bond measure to allow the district to match the funds raised with state money to conduct a \$1.8 million partial renovation of Gold Trail School. Part of the bond money was used to build a new gymnasium which is used by physical education programs and the community.

Playground equipment is inspected monthly and certified annually. Emergency equipment is inspected and certified annually. Roof improvements were made to buildings to rooms 1-12 last summer. Due to budget reductions, any necessary repairs are identified and prioritized by need with primary focus on student safety and cleanliness. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

CDE has not corrected the template below to conform with the CDE required Department of General Services Site Facility Inspection Tool (FIT). On the FIT document there is no exemplary ranking for each system only good, fair and poor. Not eliminating the column below labeled exemplary is misleading. The District received an overall rating of good repair status, which is within the highest standard allowed by the FIT.

### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[ ]	[ ]	[X]	Some drinking fountains are in need of replacement.
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	16	15	12.4	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)	.	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	.12	---
Social Worker		---
Nurse	.41	---
Speech/Language/Hearing Specialist	.2	---
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

We provide at least one state adopted textbook per child for all core curricular subject areas. All of our instructional materials are current and of good quality. Additional resources supporting our instructional program are: a school library, two computer labs, and an instrumental music room.

### CURRICULUM IMPROVEMENT

Gold Trail's well-organized School Improvement Program Committee meets four times a year to provide a forum for an exchange of views and information between the administration, teachers, other school personnel, parents, and interested members of the community. Staff input is valued for master planning and staff development focus for each year. Current targets for improvement include the use of Data Director, a web-based assessment platform which enables teachers to track student performance on state standards to improve instruction and student performance. Trained Teacher Leaders provide training for Curriculum Teams.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Literature & Language Arts (10/2002), grades 6-8; SRA, Open Court (10/2002), grades 4-5; Hampton Brown, Into English (8/2001) ELL.	Yes	0
Mathematics	Houghton Mifflin (7/2008), Grades 4-5; Holt California, Course 1: Numbers to Algebra (7/2008), Grade 6; Holt California, Course 2: Pre-Algebra (7/2008), Grade 7; Holt California, Algebra 1 (7/2008), Grade 8.	Yes	0
Science	Scott Foresman (6/2007), California Science, grades 4-5; Prentice Hall (6/2007), Focus on Earth Science, grade 6, Focus on Life Science, grade 7, Focus on Physical Science, grade 8.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Scott Foresman (6/2006), History Social Science "California," grade 4; Scott Foresman (6/2006), History Social Science "Our Nation," grade 5; Prentice Hall (6/2006), Ancient Civilization, grade 6 Medieval and Early Modern Times, grade 7; Glencoe/McGraw Hill (6/2006), Discovering our Past: The American Journey to World War I, grade 8.	Yes	0
<b>Health</b>	Positive Action (5/2005), social skills, grades K-8.	Yes	0
<b>Visual and Performing Arts</b>	Hal.Leonard, Essential Elements 2000, grades 5-8; National Textbook Co. "Theater Arts," grades 7-8; Silver Burdette & Ginn, "World of Music," grades 4-8; Silver Burdette & Ginn, "The Music Connection," grades 4,6.	No	N/A

## 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
<b>School Site</b>	7388	\$2,013	\$5,375	\$64,893
<b>District</b>	---	---	\$5,398	\$63,906
<b>Percent Difference: School Site and District</b>	---	---	-.4%	+2%
<b>State</b>	---	---	\$5,681	\$67,531
<b>Percent Difference: School Site and State</b>	---	---	-5%	-4%

\* **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 which supplement the regular education program are School Library and Improvement Program, Instructional Materials, Peer Assistance, Math and Reading Professional Development, Special Education, Gifted and Talented Education (GATE), Teacher and Principal Training, Beginning Teacher Support and Assessment and Peer Assistance Review Teacher Mentor Programs, Drug, Alcohol & Tobacco Education Grant, Rural Education Achievement Program, Economic Impact Aid, McKinney Vento Homeless and Limited English Proficient.

Gold Trail has a school nurse on campus daily, a school psychologist one day a week and a speech/language specialist one day a week. We provide Special Education teachers for students with Individual Education Plans, as well as itinerant teachers for students with needs for occupational therapy and adapted physical education. The TEACH program, aimed at reducing peer mistreatment for girls in 5th - 8th grade is provided by the Center for Non Violent Relationships.

Additional support programs provided to students are tutorial and after school enrichment programs. An extended day child care program for District students is housed at Sutter's Mill which is 5 miles from Gold Trail School with transportation available between sites.

**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	75	76	77	70	72	72	49	52	54
Mathematics	72	66	66	73	69	67	46	48	50
Science	85	81	83	84	81	83	50	54	57
History-Social Science	71	63	54	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	77	66	83	54
Male	71	66	78	60
Female	83	66	88	48
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	60	72	60	0
Native Hawaiian/Pacific Islander	0	0	0	0
White	79	65	86	56
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	62	57	74	29
English Learners				
Students with Disabilities	60	48	0	0
Students Receiving Migrant Education Services				

\* 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.

**California Physical Fitness Test Results (School Year 2010-11)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	39	18.6	15.3
7	20	18.2	34.5

\* 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	9	10	9
Similar Schools	4	5	2

### 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	55	-20	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	59	-25	5
Two or More Races	N/D		
Socioeconomically Disadvantaged			35
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	295	872	391	865	4,683,676	778
Black or African American	3		4		317,856	696
American Indian or Alaska Native	3		3		33,774	733
Asian	4		4		398,869	898
Filipino	3		3		123,245	859
Hispanic or Latino	25	795	28	800	2,406,749	729
Native Hawaiian/Pacific Islander	1		1		26,953	764
White	255	878	347	869	1,258,831	845
Two or More Races	1		1		76,766	836
Socioeconomically Disadvantaged	69	827	97	824	2,731,843	726
English Learners	0		0		1,521,844	707
Students with Disabilities	39	767	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	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	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
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.)?

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The district calendar schedules 1 staff work day, 2 full day and 7 early release days for school directed staff development. The past three years have been devoted to improving student assessment. Grade level collaborations between county schools provided teacher opportunities to share best practices. El Dorado Office of Education provided support training to teachers in the use of EduSoft and Data Director. Staff development time was used to identify intervention tools, to implement these tools and assess effectiveness. In addition, staff development was focused on providing technology tools for teacher and student use. Where possible the District provides release time for staff to participate in conference courses as resources will allow.

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.