

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	Sierra Elementary School	District Name	Placerville Union School District
Street	1100 Thompson Way	Phone Number	(530) 622-7216
City, State, Zip	Placerville, CA 95667	Web Site	www.pusdk8.us
Phone Number	(530) 622-0814	Superintendent	Nancy Lynch
Principal	Natalie Miller	E-mail Address	nlynch@pusdk8.us
E-mail Address	nmiller@pusdk8.us	CDS Code	09-61952-6005664

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

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

Sierra School serves an average of 470 kindergarten through 5th grade children. Sierra is located in the foothills of the Sierra Nevada Mountains, in the small city of Placerville. Sierra maintains high academic expectations for all students, and in the past three years has been rewarded at the state and national levels. Sierra was named a Title I Academic Excellence School in 2008, 2009 and 2010. Sierra was named a California Distinguished School in 2008, and in 2009 Sierra was awarded the highest honor when we were named a National Blue Ribbon School of Excellence. In 2009, Sierra was also named a California Business for Education Excellence Honor Roll School.

Sierra School follows the Accelerated School process. While no longer part of the national network, we continue to follow their governance and process. The Accelerated Schools concept and process were designed for schools having a relatively large population of at-risk students. Accelerated does not mean to imply that all students have accelerated learning. The idea of acceleration is to accelerate the curriculum for children who are behind in school in order to help them catch up rather than allowing them to get further and further behind. Sierra staff members hold high expectations for all children and believe every child is capable of reading, writing and calculating, though to differing degrees of efficiency.

The guiding principles of Sierra are: "Unity of Purpose," meaning everyone is on the same page and going in the same direction; "Empowerment Coupled with Responsibility," means people, including parents and staff working together, have more freedom to make changes, but they also take responsibility for changes; "Building on Strengths," which recognizes everyone's strengths — students, parents, community and staff — and builds on those strengths.

As Sierra took on the challenge of broader reading and mathematics success for every child, it became apparent that a full day kindergarten program was needed to provide a more academic program. The full day program, begun in 1996, has allowed for more rigorous academic development, while still allowing ample time for the developmental processes so important to kindergarten aged children. Sierra's reading program is strong in phonics throughout the first four years of a child's education. Flexible reading groups have been added to our reading program. These groups are based on students' reading levels and are across grade levels. Upper grade teachers continue to reinforce phonics skills learned in lower grades. Fourth and fifth graders are placed in leveled reading and math groups. In addition to the phonics, students have access to a large selection of literature-rich materials through which they improve their reading and reading comprehension skills. Sierra has 24 fully credentialed teachers serving children in grades kindergarten through fifth.

In grades K-3, all basic subjects, including reading, mathematics, social studies, health, science, physical education, spelling, music and art are taught within self-contained classrooms. The 4/5 Academy serves the needs of our 4th and 5th graders. Teachers at each of Sierra's six grade levels work closely together on curriculum and planning in grade level teams. Children are given many and varied opportunities to become academically successful. The Learning Center and a self-contained Special Day Class serve the needs of Sierra's identified special education students. In addition to the special education offerings, there is a Title I program serving the needs of non-special education children who score below the proficient level in reading and or math on the STAR test. Sierra has three fully credentialed teachers working with special education and Title I students.

Sierra has an extended day program beginning at 6:45 each morning. Students enrolled in the extended day program may remain after school until 6:00 p.m. The program operates full days for the same hours during summer months and many holiday periods. Sierra is also part of the 21st Century Grant and a community partner with Boys and Girls Club. Enrollment fees for Sierra students are waived, and free transportation to and from the Club is provided by our district. From October through April, students who attend the Boys and Girls Club remain on campus for Power Hour. Two days a week students receive help with homework, retake tests, and use the computer lab. Credentialed teachers provide supervision of this program.

Parents are very important to the school. Not only do they provide the clientele, but also they are active as classroom volunteers, in the Parent Club/Team Sierra, and on the School Site Council. Back-to-School nights, Open Houses, Family Reading Night, carnivals, ice cream socials and other school and Parent Club/Team Sierra activities are well attended and are an important adjunct to other school programs. Buildings and grounds are regularly used for community sports and by other community organizations. Sierra is a school where parental involvement is desired and encouraged.

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 are encouraged to become partners in their child's education. Parental involvement includes volunteering the classroom, becoming a member of Site Council and /or TEAM Sierra, our parent club and attending parent/teacher conferences. Parents are also encouraged to attend grade level activities like our monthly interactive kindergarten program called Right Start, first grade Family Day, second grade Starry Night observation, grade level performances and field trips. Parents serve on our site level English Learners Advisory Committee and our District English Learners Advisory Committee. Sierra has parental representation on several district level committees including the Budget Committee and the Health Advisory Committee. Parents wishing information on any of these opportunities should contact Natalie Miller at 530-622-0814.

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

Grade Level	Number of Students
Kindergarten	74
Grade 1	65
Grade 2	91
Grade 3	91
Grade 4	61
Grade 5	84
Total Enrollment	466

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.4	White	68.5
American Indian or Alaska Native	0.9	Two or More Races	6
Asian	0.4	Socioeconomically Disadvantaged	51.5
Filipino	0.2	English Learners	11.8
Hispanic or Latino	23.4	Students with Disabilities	11.2
Native Hawaiian/Pacific Islander	0.2		

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	19.3	4	0	0	21		3		23.7	0	3	0
1	19	4	0	0	21	1	3		21.3	2	1	0
2	18.5	2	0	0	20.3	4			21.3	0	4	0
3	18.5	4	0	0	19.2	3			22	0	4	0
4	0	0	0	0	27.3		3		29.1	0	2	0
5	0	0	0	0	30.6		2		25.9	0	3	0
Other	0	0	0	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.

High standards for instruction and deportment, orderly, safe and clean buildings and grounds, and effective teaching techniques and practices foster a positive and productive teaching and learning environment with an important emphasis on powerful learning. Parents and staff indicate strong feelings that the school is oriented toward personal and academic success for all students and toward helping students learn responsibility and respect for themselves and others.

Every student receives a copy of the school's expectations and discipline policy. Attendance is taken daily and monitored closely. Tardiness is also monitored closely, with parents being involved in solving attendance and tardiness excesses. Last year our attendance improved to 96%. There has been one student expulsion from Sierra in the past 15 years. Most student suspensions are handled in school, with students being sent home rarely, and even then, only after all other reasonable disciplinary techniques have been tried. In 2009-2010 the suspension rate was 2.1% with no expulsions. In 2008-09, the suspension rate was 4.6% and the expulsion rate was 0. In 2007-08, the suspension rate was 3.6% and the expulsion rate was 0.

A positive learning climate is fostered through the concept of mutual respect — teacher to student, student to teacher, student to student. Each morning during "Stretch," (the beginning of our school day with all students gathered on the playground), students participate in activities centered on our Word of the Month. Students exemplifying the qualities being taught in Positive Action, our character education curriculum, are rewarded and recognized at a monthly assembly featuring our school mascot, Sparky.

Sierra staff and students are all part of the district-wide initiative to stop bullying in our schools. All students sign a pledge during the first week of school promising to help keep our schools free from bullying. Referrals to the office for inappropriate behavior are tracked and categorized by the incident so that we can monitor the success of our anti-bullying program. Monthly graphs are posted so students can keep track of each grade level's progress. As part of this program students are recognized each month as Sierra Peacemakers.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	4.57	3.12	2.79	15.38	9.17	7.39
Expulsions	0	0	0	0.00	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: 10-2011

Sierra School underwent a massive modernization construction project during the summer of 2008. Eighteen classrooms were completely gutted and updated with new cabinetry, walls, floors, and doors. The Multipurpose Room remodel begun in 2005 was completed. All student and staff bathrooms were completely remodeled. Administration has new office space that includes a meeting room and new offices for Speech and the Nurse and Psychologist. A new workroom and Staff Room were also added. Extensive work was done to our walkways and access staircases to bring them up to California Code.

The custodial staff works diligently to maintain and upgrade the buildings and grounds. We survey our students, parents, and staff members annually to inform and guide our facilities plan.

Every class is housed in its own classroom. The Special Day Class, the Learning Center and Title I programs each occupy separate classrooms. There is a new fully functioning and well-equipped library with a 7-hour per day aide. Lunchtime supervisors are employed to promote safety each day during recess. A three-lunch schedule was put in place to lower our supervisor to student ratio on the playground and further improve our children's safety. Fire or other emergency drills and procedures are conducted throughout each school year. Sierra shares the services of a school nurse with two other schools within the district. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

The most recent addition to the Sierra campus is a new outdoor classroom. The classroom, located in our garden area, was completed with funding from a Lowe's Tool Box grant and a grant from the local Native Plant Society.

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	[]	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	23	22	23	62
Without Full Credential	1		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	100	0
Low-Poverty Schools in District	0	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	N/A	
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	N/A	---
Library Media Services Staff (paraprofessional)	0.78	---
Psychologist	0.26	---
Social Worker	N/A	---
Nurse	0.25	---
Speech/Language/Hearing Specialist	N/A	---
Resource Specialist (non-teaching)	N/A	---
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 instructional 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: 10-2011

Math, reading, social studies, and science texts are standards based and state approved. Textbooks are replaced on a regular basis with a portion of the school budget set aside for those purchases each year. All instructional materials and texts are inspected annually and throughout the year to assure that all students have good quality texts. The ratio is one textbook per student for grades K-5.

Our music program is provided by classroom teachers for students in grades K - 5. Fifth grade students have an opportunity to continue their musical interests by participating in a beginning band program taught by our district music/band teacher. Other music programs include a select 3-5 chorus called Sierra Singers, and our F.A.M.E. program. FAME (Fine Arts Mini Experience) was added to our program in 2006-07. All students participate in the program twice a month. The program is taught by two certificated teachers and exposes our students to six different composers and artists each year. All students participate in a physical education program.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (2002).	No	0
Mathematics	Houghton Mifflin Math (2008).	Yes	0
Science	Scott Foresman (2007).	Yes	0
History-Social Science	Harcourt and Scott Foresman (2006).	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	\$7,478	\$2,420	\$5,058	\$58,996
District	---	---	\$5,118	\$59,122
Percent Difference: School Site and District	---	---	1.1%	0.2%
State	---	---	\$5,455	\$65,524
Percent Difference: School Site and State	---	---	-7.8%	-11%

* **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.

In 2005-06, \$885 per eligible Title I pupil was allocated for the Title I program, and an additional \$178 was spent on each student in the Gifted and Talented education program. Students in special education programs were funded at \$7,655 per student. A national school lunch program is provided. Recognition and special incentives are provided to staff through District Incentive Awards.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,636	\$41,183
Mid-Range Teacher Salary	\$51,881	\$63,647
Highest Teacher Salary	\$70,449	\$80,955
Average Principal Salary (Elementary)	\$95,271	\$102,400
Average Principal Salary (Middle)	\$82,748	\$106,158
Average Principal Salary (High)	\$0	\$124,133
Superintendent Salary	\$127,308	\$151,742
Percent of Budget for Teacher Salaries	42%	41%
Percent of Budget for Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/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	68	66	73	64	63	64	49	52	54
Mathematics	79	80	79	67	68	65	46	48	50
Science	58	74	65	65	80	63	50	54	57
History-Social Science	N/A	N/A	N/A	53	76	53	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	64	65	63	53
All Student at the School	73	79	65	N/A
Male	70	78	77	N/A
Female	75	79	57	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	0	0	0	N/A
Filipino				N/A
Hispanic or Latino	63	79	25	N/A
Native Hawaiian/Pacific Islander				N/A
White	76	80	76	N/A
Two or More Races	71	81	0	N/A
Socioeconomically Disadvantaged	66	72	51	N/A
English Learners	45	69	0	N/A
Students with Disabilities	65	70	0	N/A
Students Receiving Migrant Education Services	0	0	0	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.

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	25.6	27.8	11.1

* 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	9	8
Similar Schools	10	10	10

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	10	-8	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		-36	26
Native Hawaiian/Pacific Islander			
White	6	11	14
Two or More Races	N/D		
Socioeconomically Disadvantaged	6	-6	9
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	315	888	862	839	4,683,676	778
Black or African American	1		2		317,856	696
American Indian or Alaska Native	3		20	791	33,774	733
Asian	0		5		398,869	898
Filipino	0		1		123,245	859
Hispanic or Latino	72	846	211	772	2,406,749	729
Native Hawaiian/Pacific Islander	0		1		26,953	764
White	220	902	575	861	1,258,831	845
Two or More Races	16	900	41	875	76,766	836
Socioeconomically Disadvantaged	157	855	466	793	2,731,843	726
English Learners	38	800	119	723	1,521,844	707
Students with Disabilities	50	820	130	723	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	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
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.)?

Professional Development for our teaching staff is determined each year by the goals established by our Board of Trustees, our most recent testing data and input from the faculty. Most recently our staff has participated in training to combat bullying in our school district. Staff members developed school site plans, collected and organized resources and researched effective tools to make our schools bully-free. Additionally our staff members have received training on the Accelerated Reading program, Academic Vocabulary and Active Engagement training designed to improve our instruction for English Learners, Skills Tutor and Interwrite/Mobi board training which is new technology for our school.

Most of our training takes place during the seven minimum days that are built into our calendar. Some training is also accomplished after school. In addition we have teachers who take advantage of the training opportunities offered at our El Dorado County Office of Education.