Sierra Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Sierra Elementary School
Street	1100 Thompson Way
City, State, Zip	Placerville, CA 95667
Phone Number	(530) 622-0814
Principal	Rachelle Ball
E-mail Address	rball@pusdk8.us
Web Site	http://pusdk8.us/Sierra
CDS Code	09-61952-6005664

District Contact Information	
District Name	Placerville Union School District
Phone Number	(530) 622-7216
Superintendent	Eric Bonniksen
E-mail Address	ebonniksen@pusdk8.us
Web Site	http://placerville.schoolwires.net/Domain/4

School Description and Mission Statement (School Year 2016-17)

Sierra School serves 485 Transitional Kindergarten through fifth 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 has been rewarded for academic success at both the state and national level. 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, 2013, and 2014 Sierra was also named a California Business for Education Excellence Honor Roll School.

The staff at Sierra School believes that every student can learn. Systems and structures are in place to support students wherever they are in the learning process to insure they meet their full potential. Students performing below, at, and above grade level are supported in their learning through differentiation in the classroom and by our intervention team.

Sierra has a full day kindergarten program and in 2013 added a transitional kindergarten class. Our full day program, which began in 1996, has allowed for more rigorous academic development, while still allowing ample time for the developmental processes 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 are part of our reading program in grades first through third. Flex Reading groups are based on students' reading levels and are across grade levels. Kindergarten students can also test into flexible reading groups if they already have knowledge of letter names and sounds. Flex reading classes meet Monday through Thursday. Intermediate grade teachers continue to reinforce phonics skills learned in lower grades. Fourth and fifth grade students are placed in flexible leveled reading and math groups. These groups are referred to as WIN (What I Need) Groups. These groups change on a regular basis as determined by grade level common formative assessment data. Students are provided with remediation, grade level practice, or enrichment depending on their needs.

Sierra has 23 fully credentialed teachers serving children in grades transitional kindergarten through fifth.

Teachers at each of Sierra's seven 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. Sierra has two fully credentialed teachers working with 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 on common formative assessments and on district benchmark tests. Teachers work closely to analyze, monitor, and respond to assessment data.

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 ASES Grant which involves a community partner with Boys and Girls Club to provide quality after school care for our students. Enrollment fees for Sierra students are waived, and free transportation to and from the Club is provided by our district. From October through March, students who attend the Boys and Girls Club remain on campus two days a week for Power Hour. During this time, students receive help with homework, retake tests, and use the computer lab. STEAM activities have also been built into the program. Credentialed teachers provide supervision of this program.

Parents are very important to the school. 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 Team Sierra activities are well attended and are an important adjunct to other school programs. Sierra is a school where parental involvement is desired and encouraged. Buildings and grounds are regularly used for community sports and by other community organizations.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	84
Grade 1	66
Grade 2	75
Grade 3	77
Grade 4	89
Grade 5	84
Total Enrollment	475

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.6
Asian	1.1
Filipino	0.2
Hispanic or Latino	24
Native Hawaiian or Pacific Islander	0
White	69.5
Two or More Races	3.2
Socioeconomically Disadvantaged	44
English Learners	13.9
Students with Disabilities	11.2
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	23	24	62
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 10-2014

Math, reading, social studies, and science texts are standards based and state approved. Textbooks are replaced in accordance with the State Department adoption schedule, 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 TK-5.

Our music program is provided by classroom teachers for students in grades TK - 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 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 exposes our students to six different composers and artists each year. All students participate in a physical education program taught by a credentialed physical education teacher.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Tk and K: McGraw Hill Wonders Series; 2nd-5th: Benchmark; 1st grade: Pilot of Benchmark	No	0
Mathematics	McGraw Hill My Math Series	Yes	0
Science	Scott Foresman (2007).	Yes	0
History-Social Science	Harcourt and Scott Foresman (2006).	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Sierra School underwent a massive modernization construction project during the summer of 2008. Eighteen classrooms were remodeled and updated with new cabinetry, walls, floors, and doors. All student and staff bathrooms were also completely remodeled. Administration has office space that includes a meeting room and offices for Speech and the Nurse and Psychologist. 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 and safety plan.All efforts to ensure building safety, cleanliness, and adequacy have been successful.

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 fully functioning and well-equipped library with a 7-hour per day aide. Lunchtime supervisors are employed to promote safety each day during recess. At Sierra we run three-lunch periods 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 monthly. Sierra shares the services of a school nurse and a school counselor with two other schools within the district.

The Sierra campus has a beautiful, functional outdoor classroom. The classroom, located in our garden area, was completed with funding from a Lowe's Tool Box grant, a grant from the local Native Plant Society and funds from our Parent Club.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 01-2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 01-2014				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	56	59	53	55	44	48
Mathematics	45	48	40	44	34	36

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	73	72	98.6	62.5
	4	94	94	100.0	42.5
	5	85	83	97.7	73.5
Male	3	43	42	97.7	59.5
	4	44	44	100.0	36.4
	5	42	41	97.6	70.7
Female	3	30	30	100.0	66.7
	4	50	50	100.0	48.0
	5	43	42	97.7	76.2
Black or African American	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
	5	--	--	--	--
Asian	5	--	--	--	--
Filipino	4	--	--	--	--
Hispanic or Latino	3	20	20	100.0	45.0
	4	25	25	100.0	40.0
	5	20	20	100.0	60.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	51	50	98.0	70.0
	4	63	63	100.0	44.4
	5	54	52	96.3	76.9
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	16	16	100.0	37.5
	4	30	30	100.0	36.7
	5	28	26	92.9	53.9
English Learners	3	12	12	100.0	25.0
	4	13	13	100.0	30.8
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	13	13	100.0	
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	73	72	98.6	62.5
	4	94	94	100.0	39.4
	5	85	83	97.7	44.6
Male	3	43	42	97.7	64.3
	4	44	44	100.0	45.5
	5	42	41	97.6	43.9
Female	3	30	30	100.0	60.0
	4	50	50	100.0	34.0
	5	43	42	97.7	45.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
	5	--	--	--	--
Asian	5	--	--	--	--
Filipino	4	--	--	--	--
Hispanic or Latino	3	20	20	100.0	45.0
	4	25	25	100.0	24.0
	5	20	20	100.0	30.0
White	3	51	50	98.0	70.0
	4	63	63	100.0	44.4
	5	54	52	96.3	48.1
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	16	16	100.0	37.5
	4	30	30	100.0	20.0
	5	28	26	92.9	30.8
English Learners	3	12	12	100.0	25.0
	4	13	13	100.0	7.7
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	13	13	100.0	15.4
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	75	65	71	73	77	75	60	56	54

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	85	83	97.7	71.1
Male	42	41	97.6	68.3
Female	43	42	97.7	73.8
Hispanic or Latino	20	20	100.0	55.0
White	54	52	96.3	71.2
Socioeconomically Disadvantaged	28	26	92.9	46.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.3	30.9	42

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

C. Engagement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to become partners in their child's education. Parental involvement includes volunteering in 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, Family Engagement Nights, 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 wanting information on any of these opportunities should contact Rachelle Ball at 530-622-0814.

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.4	1.4	0.6	3.1	3.0	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

High standards for instruction, 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 regularly, with parents being involved in solving problems surrounding attendance and tardiness. Last year our attendance improved to 96%. There has been one student expulsion from Sierra in the past 16 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.

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," we build a sense of community beginning the school day with all students gathered on the playground for announcements and the flag salute. Students regularly participate in activities centered on our Word of the Month focusing on positive character traits. 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. As part of this program students are recognized each month as Sierra Peacemakers.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement*	Year 1	Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	3		22	1	3		21	1	3	
1	25		3		23		3		21	1	2	
2	21	2	2		24		3		24	0	3	
3	23		3		21	2	2		25	0	3	
4	31		2		25	1	20		30	0	3	
5	27		3		31		14		28	0	3	
Other	4	1			7	1			8	1		

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.15	50
Counselor (Social/Behavioral or Career Development)	.18	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	0.78	N/A
Psychologist	0.33	N/A
Social Worker	N/A	N/A
Nurse	0.08	N/A
Speech/Language/Hearing Specialist	N/A	N/A
Resource Specialist	N/A	N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,839	$1,788	$7,051	$70,396
District	N/A	N/A	$7,222	$65,335
Percent Difference: School Site and District	N/A	N/A	-2.4	7.7
State	N/A	N/A	$5,677	$71,610
Percent Difference: School Site and State	N/A	N/A	24.2	-1.7

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

Types of Services Funded (Fiscal Year 2015-16)

Sierra School is a Schoolwide Title I Program (SWP) school as well as a School Based Coordinated Program (SBCP) school. Students are offered and provided intervention and support services depending on need and not necessarily on labels. Programs offered include Title I, Special Education, Gifted and Talented Education (G.A.T.E.), English Learner (EL) and ASES (After School Education and Safety). Program services are delivered through a variety of ways including push-in, pull-out, 1:1 and small group intervention. In addition, there is a before school intervention program available to support our students. The school library is open after school. Eligible students participate in the National School Lunch Program.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,629	$44,507
Mid-Range Teacher Salary	$57,242	$68,910
Highest Teacher Salary	$77,729	$88,330
Average Principal Salary (Elementary)	$102,045	$111,481
Average Principal Salary (Middle)	$97,865	$115,435
Average Principal Salary (High)		$113,414
Superintendent Salary	$119,700	$169,821
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

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. With the new 1:1 technology bond passing, technology implementation is a focus for professional development. Technology coaches in each grade level are participating in ongoing technology training and then support team members during early release minutes and through co-teaching opportunities.

In addition we have teachers who take advantage of the training opportunities offered at our El Dorado County Office of Education. This year teachers received training in Google Apps for Educators.

We continue to support our staff by providing ongoing professional development for Guided Language Acquisitions and Design or GLAD. This intensive training provides teachers with instructional strategies that support both English Learners and the transition to Common Core Standards.