

Gold Trail School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Gold Trail School
Street	889 Cold Springs Rd.
City, State, Zip	Placerville, CA 95667
Phone Number	530.626.2595
Principal	Boyd Holler
Email Address	bholler@gtusd.org
Website	http://goldtrail.cyberschool.com/District/Department/7-Gold-Trail-School
County-District-School (CDS) Code	09618876005516

Entity	Contact Information
District Name	Gold Trail Union Elementary School District
Phone Number	530.626.3194
Superintendent	Scott Lyons
Email Address	slyons@gtusd.org
Website	http://goldtrail.cyberschool.com/

School Description and Mission Statement (School Year 2019-20)

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

Gold Trail School collaborates with students and families to provide a positive, safe learning environment where all students achieve their personal best. We use innovation, respect, and perseverance to help students become productive citizens of the world.

SCHOOL DESCRIPTION

Gold Trail School is located in a beautiful rural setting located 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 366 and serves grades 4 through 8. Gold Trail's 4th grade is team taught. Grades 5 and 6 are served by core teachers at each grade level providing instruction in Language Arts, History, Science, and Math. Students in grades 4 through 6 attend Music or Band class, as well as physical education every day. Both of these programs are taught by credentialed specialists. 7th and 8th grade students attend core academic classes as well as an offering of elective courses. As with grades 4 - 6, all students in grades 7 and 8 receive physical education instruction and have the opportunity to attend classes in fine arts or to learn Spanish.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 4	66
Grade 5	66
Grade 6	84
Grade 7	86
Grade 8	87
Total Enrollment	389

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	1.5
Asian	0.5
Hispanic or Latino	10.5
Native Hawaiian or Pacific Islander	0.8
White	83.3
Two or More Races	2.8
Socioeconomically Disadvantaged	25.7
English Learners	1.8
Students with Disabilities	14.7
Homeless	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18.4	20.18	19.40	33.00
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	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Gold Trail School has provided each student with sufficient textbooks or instructional materials consistent with the cycles and content of the curriculum framework, and we will continue to take actions to ensure that all students have sufficient textbooks or instructional materials in all subjects that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks within two months of the beginning of the school year in which this determination is made.

All of our instructional materials are current and of good quality. Additional resources supporting our instructional program are: an instrumental music room and a performing arts stage, a school library/media center, and six Computer on Wheels (COW) which consists of 36 Chromebooks and can be moved to any location on campus. Our gymnasium, complete with locker rooms, supports our full physical education program, our school athletic programs and is available for community use.

CURRICULUM IMPROVEMENT

Gold Trail's School Site Council meets regularly during the 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, student and community input is valued for master planning each year. Current targets for improvement include the use of a web-based software for student use to enhance instruction and improve student performance. Trained teacher leaders provide training for curriculum teams and beginning teachers.

In Spring 2017, teachers attended county review meetings to evaluate History and Social Studies curriculum to be considered for adoption. Vendors provided additional information and grade level teams further discussed and investigated programs before choosing.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company grades 4-5, McGraw-Hill Education Study Sync grades 6-8.	Yes	0
Mathematics	Pearson enVision Math, Common Core Curriculum 2015, grades 4-5. Houghton Mifflin Harcourt Big Ideas Math, CCC Pathways for Middle School Mathematics 2015, grades 6-8.	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 and STEMscopes Science Program grades 4,5,6 and 8.	Yes	0
History-Social Science	Teacher's Curriculum Institute (Grade 8: History Alive! The United States Through Industrialism, Grade 7:History Alive! The Medieval World and Beyond, Grade 6: History Alive! The Ancient World, Grade 5: Social Studies Alive! America's Past), Grade 4: Studies Weekly and Teacher Generated Materials	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Holt McDougal Advancemos!, grades 7 & 8 elective.	No	N/A
Health	Positive Action (5/2005), social skills, grades K-8.	Yes	0
Visual and Performing Arts	Sound Innovations, Alfred 2010, grades 5-6; 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

School Facility Conditions and Planned Improvements (Most Recent Year)

Cleaning Process

The Principal meets regularly with the full time Maintenance/Custodial Supervisor who supervises the district maintenance/custodial staff of 3 employees shared by two campuses. The priority is to provide custodial services to ensure a clean and safe environment for learning.

Maintenance and Repair

District personnel provide services necessary to keep the school in good repair, with the primary focus of safety and adequate facilities. A work order process is used to ensure the highest priority is given to emergency repairs. Repairs beyond the scope of staff or scheduling limitations are completed by industry professionals and supervised by the Maintenance Supervisor. Playground and emergency equipment are inspected regularly and certified annually.

Current Projects:

Current project and recent projects to keep Gold Trail in good repair and maintenance include projects to enhance the learning environment of students and provide for the safe and effective education for students at Gold Trail School.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Water leaking in the windows of rooms W1 through W4, scheduled to be repaired in the summer of 2020.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Significant cracks in the basketball courts, scheduled to be resurfaced in summer of 2020.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	51	53	52	54	50	50
Mathematics (grades 3-8 and 11)	40	43	42	45	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	393	389	98.98	1.02	52.70
Male	200	197	98.50	1.50	44.67
Female	193	192	99.48	0.52	60.94
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	43	42	97.67	2.33	38.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	323	320	99.07	0.93	55.00
Two or More Races	12	12	100.00	0.00	83.33
Socioeconomically Disadvantaged	117	116	99.15	0.85	32.76
English Learners	15	14	93.33	6.67	21.43
Students with Disabilities	61	61	100.00	0.00	13.11
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	393	389	98.98	1.02	42.67
Male	200	197	98.50	1.50	42.64
Female	193	192	99.48	0.52	42.71

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	43	42	97.67	2.33	23.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	323	320	99.07	0.93	45.31
Two or More Races	12	12	100.00	0.00	66.67
Socioeconomically Disadvantaged	117	116	99.15	0.85	19.83
English Learners	15	14	93.33	6.67	7.14
Students with Disabilities	61	61	100.00	0.00	14.75
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.3	25.4	12.7
7	16.5	20.9	42.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

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), and participate in the District Advisory Committee/School Site Council. Visit our website at <http://goldtrail.cyberschool.com/District/Department/7-Gold-Trail-School> or contact Julie Reynolds, Gold Trail Office Manager at 530.636.2595. Parents and community members are always encouraged to contact Gold Trail district staff with questions, concerns and ideas.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.9	1.2	1.2	1.1	0.9	1.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 Honor Roll Awards, Athletic Awards, Honor Band, and many individual classroom award programs. There are many enrichment opportunities, including groups and clubs that students may join to promote learning and a positive school climate. Community members may be recognized by the Board for service to the district through the Gold Nugget Award or other acknowledgements. Gold Trail School offers many after-school sports opportunities to develop athletic prowess, sportsmanship, and teamwork.

The staff at Gold Trail School does not tolerate name calling, teasing, or bullying. Each behavior and discipline case is handled individually and options are fully explored to remedy the situation. The students have on-going awareness and incentive programs to discourage bullying and harassment. Students in grades four through eight participate in weekly classes of TEACH which is a student empowerment and bullying prevention program. Eighth grade students can participate in the We Belong (WEB) program which is a leadership and community building program.

Cameras were installed on the school site in various locations and are monitored during the day to increase campus security. 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, fire, and lock down drills are practiced regularly, and an entire site evacuation-by-bus drill is conducted annually to ensure the safety of the students in an emergency. Every year the comprehensive plan is reviewed by staff and parents, modified if necessary, and updated with county and emergency service providers. The final document is approved by the District Advisory Committee (DAC) and Gold Trail Board annually.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	1	6		21	3	6		24	2	5	1
Mathematics	18	6	3		19	5	5		19	5	6	
Science	25	2	3	1	29	1	3	2	29		5	1
Social Science	25	2	2	2	29	2	1	3	29	1	3	2

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.265
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.44
Psychologist	0.125

Title	Number of FTE* Assigned to School
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	.40
Resource Specialist (non-teaching)	1.25
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,112.00	\$1,455.00	\$7,896.00	\$70,749.00
District	N/A	N/A	\$7,657.00	
Percent Difference - School Site and District	N/A	N/A	3.1	-2.5
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-40.7	5.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Additional federal and state programs which supplement the regular education program are: Lottery, Common Core, BTSA new teacher mentoring program, Title II Teacher Training, Title III EL Students; Special Education, Low Performing Student Grant, Tobacco Use Prevention Education, Rural Education Achievement Program, McKinney Vento Homeless and Limited English Proficient. The new Local Control Funding Formula includes supplemental revenue generated by English Learners, Free and Reduced qualifying students and Foster Youth. This funding has been targeted to serve educationally disadvantaged youth.

Gold Trail has a school nurse on campus daily, a school psychologist one day a week, a mental health counselor one and a half days a week and a speech/language specialist two days a week. We provide Special Education teachers for students with Individual Education Plans, as well as access to services for students identified with needs for occupational therapy and adapted physical education.

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 a few miles from Gold Trail School with transportation available between sites.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$124,686
Percent of Budget for Teacher Salaries	37%	31%
Percent of Budget for Administrative Salaries	6%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	7

The district calendar schedules 1 staff work day, 2 full and 7 early release days for school directed staff development. Grade level collaborations between county schools provided teacher opportunities to share best practices. El Dorado County Office of Education provides training to teachers for Common Core method of curriculum delivery. Staff development time is used to identify intervention tools, to implement these tools and assess effectiveness. Staff development is 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.

Teacher Induction Program (TIP) services are provided to newly credentialed teachers in their first and second year. This program provides the new teacher individualized support by a veteran mentor teacher to develop skills, effective lesson plans, teaching strategies and classroom management.