

# Sutter's Mill 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	Sutter's Mill School
Street	4801 Luneman Rd.
City, State, Zip	Placerville, CA 95667
Phone Number	530.626.2591
Principal	Scott Lyons
Email Address	slyons@gtusd.org
Website	<a href="http://goldtrail.cyberschool.com/District/Department/6-Sutter-s-Mill-">http://goldtrail.cyberschool.com/District/Department/6-Sutter-s-Mill-</a>
County-District-School (CDS) Code	09618876110167

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

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

### OUR DISTRICT VISION

The District vision is to create and maintain an environment where every child receives a high quality education and comes to school feeling safe, cared for, and optimistic about his or her ability to learn.

### OUR SCHOOL MISSION

We are committed to providing academic programs that will lead to high achievement and assist our children to have well developed life skills for the world of the future. We are a community founded on the principle of treating others as we want to be treated and dedicated stewards of the funds entrusted to us to educate children. The motto of Gold Trail Union School District reflects our educational goal to provide all students, regardless of background or socioeconomic status, with the comprehensive education to prepare them for success in a literate world. To attain this goal, the Sutter's Mill professional staff has adopted research and standards-based curricula, which provides a sound educational foundation for all students, yet is flexible enough to accommodate their individual needs and interests.

### SCHOOL DESCRIPTION (FY 17/18)

Sutter's Mill School is located in a beautiful rural setting, nestled in the foothills, three miles from the Coloma, California gold discovery site. The Sutter's Mill School site was dedicated October 26, 1989 and opened with temporary facilities in September 1991. Permanent construction was completed in September 1992. Sutter's Mill School currently serves approximately 287 students in grades TK-3.

### PROGRAMS

The school has a parent/school advisory council that annually writes a school based curricular plan and includes a transitional kindergarten program to optimize learning at an early age. The Gold Trail Board of Trustees approves the school plan annually. The plan allows the school to mix various instructional funds to support enriched and cooperative school goals for integrated learning based on state grade level standards, thematic teaching, and parent involvement.

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

Grade Level	Number of Students
Kindergarten	89
Grade 1	58
Grade 2	63
Grade 3	62
Total Enrollment	272

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	2.2
Asian	0.4
Filipino	0.4
Hispanic or Latino	13.6
Native Hawaiian or Pacific Islander	1.1
White	80.1
Two or More Races	0.4
Socioeconomically Disadvantaged	29.4
English Learners	3.3
Students with Disabilities	13.6
Foster Youth	0.4
Homeless	3.7

## 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	14.6	13.22	13.60	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

### **CURRICULUM IMPROVEMENT**

Curriculum improvement is a key component to guaranteeing the best educational program for our students. The El Dorado County Office of Education, every year, offers a variety of seminars, workshops, and classes for teachers. Our teachers are encouraged and sometimes required to attend these teacher trainings and the district pays for the costs. In addition, we have a number of student early release days so that the teachers can work in grade level teams to plan and improve units of study or can work on school-wide articulation of the academic programs at Sutter's Mill.

### **INSTRUCTION**

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

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

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

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

If you have any questions regarding the information presented in this report, please contact your principal, Scott Lyons, at 530.626.2591.

The following textbooks and supplemental materials are currently in use: Open Court (2002) Language Arts program grades K-3, Grade 1 has implemented Benchmark Wright Group K-3; Pearson enVision Math (2015); Science – Scott Foresman (2007); History/Social Studies – Harcourt (2006); Visual & Performing Arts - Silver Burdette. We have a 1:1 textbook to student ratio. All of the instructional materials are current and of good quality.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark-Benchmark Education Publisher grade 1, Teacher developed standards based small group instruction plus Raz Kids web-based reading program grades TK, K, 2 and 3. During the 2019-20 school year, additional grade levels have expressed interest in purchasing and utilizing Benchmark materials as additional ELA resources including K and 3.	Yes	0
<b>Mathematics</b>	Pearson enVision MATH, Common Core Curriculum 2015, grades K-3.	Yes	0
<b>Science</b>	Scott Foresman (2007), K-3.	Yes	0
<b>History-Social Science</b>	Harcourt, K-3, (2006).	Yes	0
<b>Health</b>	Positive Action (5/2005), social skills, grades K-8.	Yes	0

### 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 shared by the two district 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 being 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.

#### Maintenance Budget and Most Recent Projects

The district continues to fund skilled maintenance positions to maximize resource allocation. Projects include classroom repairs, renovation and improvement of the grounds. Major projects include resurfacing and re-striping the parking lots, additional parking lot access and an upgrade to the security system.

### 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Existing lighting has been replaced, however still no lighting between building G2 and G3. Safety concern.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Downspouts need replacement in all classroom building wings. This is currently a work in progress.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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)	58	62	52	54	50	50
Mathematics (grades 3-8 and 11)	54	57	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	61	60	98.36	1.64	61.67
Male	27	26	96.30	3.70	38.46
Female	34	34	100.00	0.00	79.41
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	47	46	97.87	2.13	63.04
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	19	19	100.00	0.00	47.37
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	14	14	100.00	0.00	57.14
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>	--	--	--	--	--

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
<b>All Students</b>	62	61	98.39	1.61	57.38
<b>Male</b>	27	26	96.30	3.70	42.31
<b>Female</b>	35	35	100.00	0.00	68.57
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>White</b>	47	46	97.87	2.13	56.52
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	19	19	100.00	0.00	42.11
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	14	14	100.00	0.00	57.14
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>	--	--	--	--	--



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.

## 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)

Parents play an important role in the education of their children at home and at school. There are a number of opportunities for parents to become involved at Sutter's Mill. Parents can volunteer to work in the classroom, join the Parent Teacher Organization (PTO), participate in the School Site Council, become a member of the District Advisory Committee and more. Please contact Lisa Kramer, Site Secretary at 530.626.2591 for more information. Additionally, more information regarding parent involvement opportunities may be found by visiting our website at [www.gtusd.org](http://www.gtusd.org).

## 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
<b>Suspensions</b>	0.0	0.6	0.7	1.1	0.9	1.0	3.6	3.5	3.5
<b>Expulsions</b>	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)

Our goal is to provide a physically and emotionally safe environment for the entire school community, with emphasis on our children. Our School Safety Plan is discussed with faculty, reviewed for improvements, updated with county and state emergency service providers and approved by the board, annually. The school conducts monthly fire drills. There are earthquake drills. In addition, we practice lock down drills with one of them being an all-person-site-evacuation by bus drill. Emergency bags, with current information and supplies, are located in every classroom and office on campus. Cameras are installed on the site in various locations and monitored during the day to increase campus security. An emergency alert alarm has recently been installed. The comprehensive safety plan is annually reviewed by parents and staff and is approved by the board every year.

The district currently has staff members who have training in applied behavioral analysis. These staff members can be asked to observe students who are exhibiting negative or atypical behavior. From their observations strategies can be created to enable the teachers and administration to help these students develop more positive conduct both inside and outside the classroom. These staff members can also meet with teacher assistants and recess supervisors to help them create positive relations with the students. The district also increased staffing to allow Sutter's Mill School additional counseling services to provide both educationally related mental health services as well as serve students and staff demonstrating a need.

Grounds, equipment, and safety systems are inspected regularly. The buildings and grounds are maintained to the highest standards and are free of litter, safety hazards, and graffiti.

## 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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	3	2		18	3	2		22	1	3	
1	20	1	2		22		3		19	3		
2	23		3		25		2		25		2	
3	24		3		28		3		25		3	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### 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	.125
Social Worker	
Nurse	1.0
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	\$7,313.00	\$72,502.00
District	N/A	N/A	\$7,657.00	
Percent Difference - School Site and District	N/A	N/A	-4.6	-2.5
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-35.9	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 that supplement the regular education program are: Lottery, Title I intervention for Disadvantaged Youth; Title II ESSA; Title IV Teacher Training; Special Education; Beginning Teacher Support Assistance, Rural Education Achievement Program; McKinney Vento Homeless, Low Performing Student Grant and Limited English Proficient. The new Local Control Funding Formula includes supplemental revenue generated by English Learners, Free and Reduced meal qualifying students and Foster Youth which has been targeted to serve educationally disadvantaged youth.

Sutter's Mill has access to a school nurse, a school psychologist one day a week, a mental health counselor one and a half days a week, a speech/language specialist serving students in grades K-3 five days a week, one full-time resource specialist for students with learning disabilities, a physical education specialist and a full time behaviorist.

Additional support programs provided to students include computers on wheels and classroom sets of ipads and chromebooks, a reading resource assistance program (grades 1-3), a bilingual assistance program, a garden lab, and an extended day child care program (grades K-8).

## 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 scheduled one staff work day, two full staff development days and seven early release days for school directed staff development. Currently, the County Office of Education (EDCOE) is coordinating efforts to present professional development on Universal Design For Learning (UDL) including the training of district liaisons. EDCOE is also facilitating a series of workshops (EPIC) to examine student data to determine areas of focus for schools and the district. This year, Sutter's Mill is looking at intervention strategies and the connection to special education referrals. In other words, are our intervention programs effective? To that end, training and professional development are to be supported. Additionally, staff has attended trainings on Trauma Informed Instruction and is supported in attending further trainings surrounding the social emotional needs of students. Staff is always supported and encouraged in efforts to improve curricular or instructional skillsets through professional development opportunities.