

# **Grizzly Hill School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Grizzly Hill School
Street	16661 Old Mill Road
City, State, Zip	Nevada City, CA 95959
Phone Number	(530) 265-9052
Principal	Melissa Madigan
Email Address	mmadigan@tresd.org
Website	www.twinridgeselementary.com
County-District-School (CDS) Code	29664156089403

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Twin Ridges Elementary School District
Phone Number	(530) 265-9052
Superintendent	Melissa Madigan
Email Address	mmadigan@tresd.org
Website	www.twinridgeselementary.com

### School Description and Mission Statement (School Year 2020-2021)

Grizzly Hill School is a public TK-8 school located in the historically significant area known as Columbia Hill in the small, rural town of North Columbia. The school is a traditional school that serves the greater San Juan Ridge community. The nationally renowned North Columbia Schoolhouse Cultural Center is a brisk walk away from the campus. Grizzly Hill School provides a rich, nurturing learning environment to promote student character development, academic excellence, and positive attitudes for life-long success.

#### The Twin Ridges Elementary School District Vision and Mission:

Vision: The Twin Ridges School Community is dedicated to nurturing inquisitive life-long learners who are prepared for success inside and outside the classroom.

Mission: Twin Ridges Elementary Schools integrate technology and experiential learning while maintaining high academic expectations, building quality character, and healthy relationships.

Grizzly Hill is one of the most unique schools in Nevada County and other contiguous counties. The uniqueness comes from our rural isolation and the communities we serve. We offer a food program of the highest quality to support this uniqueness, making most of our meals from scratch and not from processed or canned commodities. We strive to purchase locally sourced food from some of the numerous organic farms within the community. These local connections and partnerships exemplify our commitment to the families we serve. In addition to our excellent food program, we are committed to being as "green" as possible. We have an extensive garden and greenhouse where we grow some of our food. With the installation of our solar panels, we are close to becoming self-sufficient.

Our elective classes change from year to year based on our students' needs and the availability of local specialists that live within our district boundaries. Creating a rich and welcoming school environment is a significant focus of the entire district. We strive to have a school guided by high expectations and positive interactions. Therefore, we have adopted the Positive Behavioral Interventions and Supports (PBIS) program that focuses on creating and instilling these principles throughout our school community for our students, staff, and families. Because of these efforts, we have seen a considerable reduction in disciplinary interactions and increased positive student behavior.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	7
Grade 1	11
Grade 2	15
Grade 3	8
Grade 4	10
Grade 5	13
Grade 6	10
Grade 7	8
Grade 8	12
<b>Total Enrollment</b>	<b>94</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	1.1
White	75.5
Two or More Races	12.8
Socioeconomically Disadvantaged	86.2
English Learners	5.3
Students with Disabilities	21.3
Homeless	5.3

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	5	6	5.5	
Without Full Credential	2	1	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 09/11/20

This year the governing board approved the use of supplemental material to mitigate possible learning loss due to Grizzly Hill being mostly on a remote learning schedule during the COVID pandemic.

The supplemental materials are:

EL Education Flex Curriculum ELA for K-8,  
ALEKS math for grades 4-8,  
Scholastic Science and News grades K-8,  
Studies Weekly grades K-8.

Previously, the governing board adopted curriculum as follows: McGraw-Hill for Mathematics, Houghton Mifflin Harcourt for English Language Arts, TWIG, National Geographic, and Houghton Mifflin for science, McGraw-Hill for Social Studies.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Materials are of sufficient supply and of acceptable quality and currency to fully support the school's instructional program	Yes	0
Mathematics	Materials are of sufficient supply and of acceptable quality and currency to fully support the school's instructional program	Yes	0
Science	Materials are of sufficient supply and of acceptable quality and currency to fully support the school's instructional program	Yes	0
History-Social Science	Materials are of sufficient supply and of acceptable quality and currency to fully support the school's instructional program	Yes	0
Visual and Performing Arts	Materials are of sufficient supply and of acceptable quality and currency to fully support the school's instructional program		0

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

## School Facility Conditions and Planned Improvements

Water is tested monthly. Alarm and Fire Alarm systems were tested and updated in 2007-2008 and are tested monthly. The septic pump was replaced in 2007-2008. Grounds have been infused with flowers as well as watered and manicured lawns. Repairs to flower boxes and benches provide students with an aesthetic pleasing learning environment. The track was graded in 2009-2010. Windows were replaced in 2010 as well as all the Heating/Air Conditioning units. Solar was installed in 2010-2011 and is currently producing 60% of the schools electrical usage. Main water pipes were replaced July, 2015. Drops grant was implemented in 2015-2016. New internet infrastructure was installed in December 2019. New water holding tank was installed in summer 2020.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 04/23/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Poor	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Poor	
<b>Electrical: Electrical</b>	Poor	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Poor	
<b>Safety: Fire Safety, Hazardous Materials</b>	Fair	
<b>Structural: Structural Damage, Roofs</b>	Poor	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Poor	
<b>Overall Rating</b>	Poor	

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	40	N/A	44	N/A	50	N/A
Mathematics (grades 3-8 and 11)	20	N/A	21	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	22	N/A	24	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 2020-2021)**

Parents, grandparents, and other family members are encouraged to volunteer at our school. There are opportunities in classroom, the library, and during other extra-curricular activities. The Parent-Teacher Club always seeks assistance and involvement in multiple school-wide projects. In addition, the school seeks participation on the Site Council and other advisory committees. Please contact the District Secretary or the front office for further information on how to get involved.



## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.1	4.5	5.6	4.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4*	4*	2.5
Expulsions	0*	0*	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The TRESD School Safety Plan is approved by the school board in early Spring. Before that time, the District Superintendent and the school community review the Comprehensive Safety Plan, initiate updates when necessary, and provides this information to our public. The document is published on our district website as well as located on the Grizzly Hill school campus.

The District's Comprehensive district-wide safety plan identifies safety concerns and specific prevention and action strategies involving Grizzly Hill School. We work with community members, local agencies, and local law enforcement and fire agencies. Working with district goals and priorities, our school maintains a safe and secure campus by fostering a positive learning environment that uses prevention strategies and emphasizes high expectations for student conduct.

## 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	11	1			12	1			7	1		
1	5	2							11	1		
2	10	1			21		1					
3	12	1										
4	8	1			22		1					
5	7	1										
6	12	1			15	1			10	1		
Other**									23		2	

\*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.9

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11158.00	2538	8620	56547
District	N/A	N/A	15882	56547
Percent Difference - School Site and District	N/A	N/A	-59.3	0.0
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	10.6	-23.3

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

## Types of Services Funded (Fiscal Year 2019-2020)

Having entered into Program Improvement, the school administration and staff began to look into local and state data along with feedback from students, parents, staff, and community members to determine our programs' potential weaknesses. We decided to focus our efforts and resources on Mathematics and English Language Arts. To provide teachers with the tools required to improve their instruction delivery, we negotiated minimum days every Wednesday to offer in-service, collaboration, meetings, and professional development. Also, the district added three more days to the teacher's calendar for the same purpose. All teachers have shared instructional aides to assist them within their classrooms. Our adult to student ratio is now under ten to one. Finally, the district hired a part-time Intervention Specialist that the teacher's recommendation would pull out struggling students to work with one-on-one or in small groups.

To assist students and families, we currently offer food delivery along with hygiene supplies when needed. The school provides transportation to/from school when needed for students to receive additional educational services. Our counselor offers a 'Coffee with the Counselor' once each month as an outreach effort.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$46,965
Mid-Range Teacher Salary		\$67,638
Highest Teacher Salary		\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary		\$128,853
Percent of Budget for Teacher Salaries	23.0	30.0
Percent of Budget for Administrative Salaries	10.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		3	5

In the 2020-2021 year, additional professional development was provided to staff to become familiar with remote teaching strategies, become familiar with what teaching remotely will ask of them, and what it will look like and ask of their students. These topics were addressed with an academic as well as a social-emotional lens.

Previously, The District used local and state student data to identify student academic and social-emotional areas needing improvement. We determined that the district needed to spend more time and resources developing instructional practices in Mathematics, English Language Arts, and social-emotional topics allowing for full growth of the entire child.

- Professional Development has been delivered in a variety of ways.

We hired an expert to provide training on Step-Up to Writing to our certificated staff on-site during minimum days.

The County Office of Education put on county-wide collaborations in both Mathematics and English Language Arts. Our district provided substitute teachers for these collaborations.

Staff meetings are based on school-wide planning and collaboration. Additional teacher days were offered for further, teacher-specific professional development.

District teachers have been supported by having been provided time for planning and professional development. Every Wednesday is a minimum day for the school so teachers can meet together and hone in on their best practices and grow in their profession.

Three additional days were added to the teacher's work calendar to provide the time necessary for planning and Professional Development. Data is used to determine areas of focus and information on where to direct all resources available to provide the best educational service to our students.