

Grizzly Hill School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School 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	Dr. Erik Crawford, Superintendent
Email Address	ecrawford@tresd.org
School Website	twinridgeselementary.com
Grade Span	K-8
County-District-School (CDS) Code	29664156089403

2024-25 District Contact Information

District Name	Twin Ridges Elementary School District
Phone Number	(530) 265-9052
Superintendent	Crawford, Erik
Email Address	ecrawford@tresd.org
District Website	www.twinridgeselementary.com

2024-25 School Description and Mission Statement

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 Nevada City. The school is a traditional school that serves the greater San Juan Ridge community. We strive to be a school where everyone feels welcome, safe, and accepted. We seek to inspire creative, healthy, thoughtful learners who are motivated to contribute to the global community. We foster personal growth, critical thinking, technological literacy, and academic excellence, with a commitment to high standards and support for all students. Grizzly Hill, along with Twin Ridges School District is moving towards the CA Community School Partnership framework. We are in planning grant year.

2024-25 School Description and Mission Statement

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 -- this year we are celebrating supported physical education, visual arts, music, and "Tech" electives. 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 implemented a Restorative Justice 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.

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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	22
Grade 1	11
Grade 2	10
Grade 3	14
Grade 4	15
Grade 5	12
Grade 6	13
Grade 7	5
Grade 8	8
Total Enrollment	110

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.5
Male	54.5
Non-Binary	0.9
American Indian or Alaska Native	1.8
Hispanic or Latino	10.9
Native Hawaiian or Pacific Islander	0.9
Two or More Races	12.7
White	73.6
English Learners	1.8
Homeless	10
Socioeconomically Disadvantaged	85.5
Students with Disabilities	23.6

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.00	100.00	5.00	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	4.00	100.00	5.00	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.00	80.00	5.00	83.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	20.00	1.00	16.67	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	5.00	100.00	6.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.50	81.82	4.50	81.82	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	18.18	1.00	18.18	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.80	5.15
Total Teaching Positions	5.50	100.00	5.50	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	1.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	50	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students have access to newly adopted McGraw Hill standards-aligned textbooks and instructional materials in all grades and classrooms that were purchased in 2022-23. Students have access to personal and classroom sets of these materials and texts. Materials approved for use by the State are reviewed by teachers and administrators, and a recommendation is made to the School Board through a formal adoption. All recommended materials are available for parent examination at the district office prior to adoption. Last 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.

Grizzly Hill has launched both iReady diagnostic and curriculum intervention tools for all classrooms in addition to SIPPS Reading Intervention programs. GHS purchased new chromebooks and headphones to facilitate this, in the 2023-24 school year.

Year and month in which the data were collected

August 2024

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

Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	Materials are of sufficient supply and of acceptable quality and currency to fully support the school's instructional program	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		

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

School Facility Conditions and Planned Improvements

Grizzly Hill School was originally constructed in 1980s and is comprised of classrooms, gym, library, active garden area, two large athletic fields, staff lounge, offices, two playground areas and a blacktop area with basketball equipment.

Cleaning Process

The site administration works daily with the custodial staff to ensure that the cleaning and disinfection of the school is maintained to provide for a clean and safe school.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. An annual Facilities Inspection Report is completed each year.

While reviewing this report, please note that very little is reported in the inspection process. The school site had a professional, comprehensive facilities review (a Facilities Capital Outlay Review and Plan). That information is available in the Grizzly Hill and District office for review. Twin Ridges Elementary passed a balloted bond for facilities needs identified by the aforementioned Plan in the March 2024 election. TRESA is also the recipient of a TK/K School Facilities Program Grant for \$2.47M that requires a district match. An identified use of potential bond proceeds will provide this match to access this funding. The school is adjacent to an historical mine and therefore its water is tested monthly.

Alarm and Fire Alarm systems are annually tested by a contractor, and tested by staff monthly. Alarm repairs were completed during the current school year.

In general, the facilities are aged; the septic pump was replaced in 2007-2008, 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, new internet infrastructure was installed in December 2019 and a new water holding tank was installed in summer 2020. Emergency repairs happen occasionally, this year including storm damage to solar, sewer lateral issues on campus, PA system, and several HVAC units nearing end of life. Grizzly Hill also address fire suppression capacity identified in the 2023 SARC. The school still has many identified upgrades and repairs.

Year and month of the most recent FIT report	October 2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				

School Facility Conditions and Planned Improvements				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate			
Exemplary	Good	Fair	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 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).
	The CAASPP System encompasses the following assessments and student participation requirements:
	Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	12	20	12	20	46	47
Mathematics (grades 3-8 and 11)	12	8	12	8	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	65	61	93.85	6.15	19.67
Female	26	22	84.62	15.38	22.73
Male	39	39	100.00	0.00	17.95
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	48	45	93.75	6.25	22.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	47	92.16	7.84	21.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	17	89.47	10.53	23.53

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	65	62	95.38	4.62	8.06
Female	26	23	88.46	11.54	8.70
Male	39	39	100.00	0.00	7.69
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	48	45	93.75	6.25	11.11
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	51	48	94.12	5.88	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	17	89.47	10.53	11.76

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	10.71	21.05	10.71	21.05	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	19	19	100.00	0.00	21.05
Female	--	--	--	--	--
Male	14	14	100.00	0.00	21.43
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	20.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	26.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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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 regarding the school district and at each school site.
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2024-25 Opportunities for Parental Involvement
Like all successful schools, we understand the importance of building strong relationships with our families and the surrounding community. The Grizzly Hill Parent Teacher Club (PTC) has nearly 30% of total student families connected and actively participating as an organization of involved parents who work tirelessly to enhance our school climate. We work hard to keep these partnerships alive and flourishing. Parents, through PTC or in general, at Grizzly Hill School have the opportunity to be actively involved in a wide spectrum of activities ranging from classroom support to participating on district committees. In addition to classroom and school volunteers and PTC, Grizzly Hill has an active School Site Council, and a Community School Advisory. The Parent Teacher Club meets every other week to organize activities and fundraisers to support Grizzly Hill School. Grizzly Hill's Site Council also acts as the district LCAP Committee. This body meets quarterly. Parents are also encouraged to volunteer in classrooms, join in activities, field trips and evening events. Grizzly Hill hosts many evening activities that involve whole families, parents and guardians with children and students. Grizzly Hill has two levels of parent volunteer available. Level 1 allows parents to work in classrooms or other areas of campus alongside Grizzly Hill staff. Level 2 volunteers are fingerprinted and have a background check that allows them to work with students and chaperone on field trips in conjunction with staff. Parents also have the opportunity to meet with the principal monthly at our "Coffee with the Principal" event. This informal event allows parents and community members to learn more about the programs and offerings the school has available for our students.

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	130	118	80	67.8
Female	58	50	34	68.0
Male	72	68	46	67.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	14	10	71.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	14	12	85.7
White	93	86	54	62.8
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	14	12	11	91.7
Socioeconomically Disadvantaged	111	100	73	73.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	29	29	18	62.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
5.61	0	0	5.17	0	0	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Grizzly Hill School community works together to provide a safe, caring environment where uniqueness and differences are respected and all children are supported to reach their full potential. Staff and parents alike have committed to a tradition of academic excellence and social skill development. When students make poor decisions or are involved in actions that break

2024-25 School Safety Plan

school rules or Ed Code, we first determine whether the incident would be best addressed through restorative practices or a combination of traditional discipline coupled with restorative practices. Our school has seen great success in restorative conferencing and post-incident circles. We believe that students should learn from their mistakes rather than merely experience a consequence without any reflection about the incident they were involved in.

We will provide our students with a secure, caring, and challenging environment along with the knowledge, skills, and love of learning necessary for them to become successful adults. Student safety is a primary concern of Grizzly Hill School. Teachers and classified staff monitor students on campus before and after school, as well as during the recess and lunch break. All visitors must sign in at the school’s office and receive proper authorization to be on-site. Visitors are asked by the staff to display their pass at all times. Parents have begun to provide strong support to all aspects of the school program and play an integral part in the education of the children. They are active partners who contribute time and expertise to the school in order to support classroom programs and special events. Grizzly Hill has invested in professional development in the Trauma Informed school perspective, Positive Behavioral Intervention and Supports, and Social Emotional Learning.

As Grizzly Hill is quite small in number, the Safety Committee comprises the entire district staff. The staff reviews the School’s Safety Plan annually in the fall, and throughout the year as needed. Changes are reviewed immediately with all staff members. Key elements of the Safety Plan highlight the school’s Disaster Preparedness Plan and staff response during an emergency. Emergency drills are held on a regular basis; fire and earthquake drills are held four times per year, and various campus drills are conducted monthly.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The TRESA 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 during staff meetings held on Wednesdays from 1:30-2:30. The group initiate updates when necessary, and the District Safety Coordinator 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 through the County Schools Safety body (CAUSSS). 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

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	1		
1	9	1		
6	6	1		
Other	20	1	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	1		
Other	19	2	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1		
Other	25		3	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	275

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20,896	\$11,103	\$9,793	\$56,773
District	N/A	N/A	\$1,920	\$62,063
Percent Difference - School Site and District	N/A	N/A	134.4	-8.9
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	-9.5	-33.2

Fiscal Year 2023-24 Types of Services Funded

Grizzly Hill has focused its efforts and resources on Mathematics, English Language Art, and literacy interventions, counseling, supplemental electives, sports, student engagement, student council. 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 also has four "in-service" days on the school calendar for professional development. Teachers share 4 instructional aides across five classrooms to assist them within their daily instruction. Our adult to student ratio is now under ten to one. Grizzly Hill has a significant commitment to Special Education services, and currently has one FTE (split across two individuals) and one Registered Behavioral Tech working for students with exceptional needs. GHS also has two additional classroom aides, one in TK/K and one rotating through lower grades for classroom support.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,584	\$51,352
Mid-Range Teacher Salary	\$72,810	\$80,424
Highest Teacher Salary	\$94,999	\$103,442
Average Principal Salary (Elementary)	\$0	\$124,852
Average Principal Salary (Middle)	\$0	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$139,520	\$145,237
Percent of Budget for Teacher Salaries	13.41	26.17
Percent of Budget for Administrative Salaries	9.34	6.29

Professional Development

In the 2023-24 year, professional development was aimed at data based intervention with iReady, and classroom procedures following PBIS structures and trauma-informed school approaches.

Professional Development

Previously, the District used local and state student data only 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. This effort includes Interim CAASPP tools, Kelvin SEL surveys, a concerted effort to expand the use of CA Healthy Kids Survey, and iReady Diagnostic tools.

- Professional Development has been delivered in a variety of ways.
- Target, organized use of 4 in-service days.
 - Use of weekly collaboration days (Wednesday in 23.24). 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.
 - County hosted PD, and county / expert delivered PD in the aforementioned Wednesday hours.
 - PD conducted in small cohorts with county offices of ed towards targeted activities. e.g PBIS with Placer COE, etc. Our district provided substitute teachers for these collaborations.
 - After school committees and teacher teams; PBIS, SEL.
 - Daily use of common prep time among teachers (2pm - 3pm M,T, Th & F)
 - District teachers have been supported by having been provided time for planning and professional development.
 - Summer PD opportunities (taken by 100% of Grizzly Hill teaching staff in summer 2023!)

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	5