

# Grizzly Hill School

## School Accountability Report Card

### Reported Using Data from the 2012-13 School Year

### Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

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	James Berardi
E-mail Address	jberardi@tresd.k12.ca.us
CDS Code	29664156089403

<b>District Contact Information</b>	
<b>District Name</b>	Twin Ridges Elementary School District
<b>Phone Number</b>	(530) 265-9052
<b>Web Site</b>	www.twinridgeselementary.com
<b>Superintendent</b>	James Berardi
<b>E-mail Address</b>	jberardi@tresd.k12.ca.us

### **School Description and Mission Statement (School Year 2012-13)**

This section provides information about the school, its programs and its goals.

Grizzly Hill School is a public K-8 school located in the historically significant area known as “Columbia Hill” in the 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 received California’s Distinguished School award in 1990. It was one of six sites statewide deemed as a dissemination site for Language Arts instruction.

Grizzly Hill School is dedicated to providing a rich, nurturing learning environment to promote the development of student character, academic excellence, and positive attitudes for life-long success.

The entire Twin Ridges Elementary School District values:

- Educational practices that operate on the principle that success fosters self-esteem and self-esteem fosters success.
- A belief that each student is gifted because each student is a gift.
- A dedication to practices that are inclusive and relevant.
- Educational practices that focus on high standards utilizing cohesive and rigorous, research-based curriculum, instruction and assessment,
- A traditional and innovative approach that integrates a broad curriculum, including the fine arts, service and knowledge and celebration of place.
- A deep fostering of creativity to promote academic growth and development of self.
- Recognition and integration of diversity as a source of strength.
- Celebration of academic, social, emotional, physical and cultural development of students.

Twin Ridges will promote this learning through the arts, technology, community service, place-based projects, and through traditional methods of instruction. The schools collaborate with local agencies and organizations to create ties between the district and the community.

Grizzly Hill School boasts one of the best computer technology programs in Nevada County. Our 5th through 8th grade students have individual laptops within their classrooms. The kindergarten through 4th grade students have access to a computer lab within the library. All classrooms are equipped with document cameras and LCD projectors. The school offers several electives on a rotating basis. Classes this year included, bike maintenance and trail building, cooking, art, gardening and environmental science. Sports returned to Grizzly Hill School this year for the first time in many years. We provided a flag football team and played several home games that were well received in the community.

Grizzly Hill School is dedicated to being the “Greenest” school in the county. The school completed a major solar project that now provides almost 97% of our electricity. Our food program is second to none and provides our students with as much local and organic food as possible.

### **Opportunities for Parental Involvement (School Year 2012-13)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are encouraged to volunteer on projects in the classroom and the library through the Parent-Teacher Club and through the Site Council and any advisory committees.

### III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>English-Language Arts</b>	42	48	52	40	51	53	54	56	55
<b>Mathematics</b>	26	49	55	27	50	53	49	50	50
<b>Science</b>	20	44	62	16	47	65	57	60	59
<b>History-Social Science</b>				8	33	73	48	49	49

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

## Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	53	53	63	73
All Student at the School	52	55	59	
Male	38	46	54	
Female	71	68		
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White				
Two or More Races	46	58	65	
Socioeconomically Disadvantaged	54	58	53	
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	1	1	3
Similar Schools			

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-9	119	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-15	104	22
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**Academic Performance Index Growth by Student Group - 2013 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	58	775	68	774	4,655,989	790
Black or African American	1		1		296,463	708
American Indian or Alaska Native	3		3		30,394	743
Asian	0		0		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	6		6		2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	39	784	49	781	1,200,127	853
Two or More Races	9		9		125,025	824
Socioeconomically Disadvantaged	52	775	62	773	2,774,640	743
English Learners	3		3		1,482,316	721
Students with Disabilities	14	651	17	630	527,476	615

## Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	Yes
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Safe Harbor	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Safe Harbor	Year 1
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	7
Grade 1	12
Grade 2	8
Grade 3	11
Grade 4	7
Grade 5	13
Grade 6	10
Grade 7	8
Grade 8	10
Total Enrollment	86

**Student Enrollment by Group (School Year 2012-13)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.2	White	75.6
American Indian or Alaska Native	2.3	Two or More Races	11.6
Asian	0.0	Socioeconomically Disadvantaged	77.9
Filipino	0.0	English Learners	4.7
Hispanic or Latino	9.3	Students with Disabilities	19.8
Native Hawaiian/Pacific Islander	0.0		

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

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					16	1	0	0	7	1		
1	21	1	0	0					6	2		
2					17	1	0	0	8	1		
3	17	1	0	0					11	1		
4	16	1	0	0	19	1	0	0	7	1		
5					8	6	0	0	13	1		
6	20	1	0	0	4.8	6	0	0	10	1		

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					0	0	0	0				
Mathematics					4	2	0	0				
Science					0	0	0	0				
Social Science					0	0	0	0				

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**School Safety Plan (School Year 2012-13)**

This section provides information about the school’s comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Annually the district’s superintendent reviews the comprehensive safety plan and shares with the Grizzly Hill staff.

The District’s Comprehensive district-wide safety plan identifies major safety concerns as well as specific prevention and action strategies involving community and local law enforcement 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.

## Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>Suspensions</b>	22.22	19.83	21.43	20	19.83	21.43
<b>Expulsions</b>	1	0	0	1	0	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Water is tested monthly. Alarm and Fire Alarm systems were tested and updated in 2007-2008 and are tested monthly. New Septic pump was replaced in 2007-2008. New sports equipment is ordered for 2008-2009. 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.

### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: 8/30/2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

### Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]



## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	6	6	6	6
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	1	0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	
All Schools in District	100	
High-Poverty Schools in District	100	
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	.4	---
Psychologist		---
Social Worker		---
Nurse	.1	---
Speech/Language/Hearing Specialist	.4	---
Resource Specialist	1.	---
Other		---

Note: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 08/13/2013

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,628.00	1,747.00	7,481.00	49,730
District	---	---	8,399.00	\$50,853
Percent Difference: School Site and District	---	---		
State	---	---	\$5,537	\$57,720
Percent Difference: School Site and State	---	---		

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Having entered into Program Improvement, the school administration and staff began to look into all local as well as state data to determine the potential weaknesses of our programs. It was our determination that we had to focus our efforts and resources in both Mathematics and English Language Arts. In order to provide the teachers with the tools required to improve our delivery of instruction, we negotiated minimum days every Wednesday to offer in-service, collaboration, meetings and professional development. In addition, the district added three more days to the teacher's calendar for the same purpose. All teachers were given instructional aides to assist them within their classrooms. Our adult to student ratio is now under ten to one. Finally, the district hired a full time Intervention Specialist that upon the recommendation of the teacher would pull out struggling students to work with one-on-one or in small groups. These strategies proved to be successful and our Academic Performance Index rose 119 points that resulted in the school entering "safe harbor".

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,890	\$38,719
Mid-Range Teacher Salary	\$56,601	\$55,637
Highest Teacher Salary	\$63,705	\$70,797
Average Principal Salary (Elementary)	\$0	\$90,284
Average Principal Salary (Middle)	\$0	\$94,675
Average Principal Salary (High)	\$0	\$85,183
Superintendent Salary	\$93,000	\$104,272
Percent of Budget for Teacher Salaries	23.4%	35.5%
Percent of Budget for Administrative Salaries	10.8%	6.5%

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

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

- Local as well as state student data was used to identify areas in need of instructional improvement. It was determined that we needed to spend more time and resources in both Mathematics and English Language Arts.
- Professional Development has been delivered in a variety of ways. We hired an expert to deliver 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. The district provided subs for the days of these collaborations. Staff meetings were held for school wide planning and collaboration. Additional teacher days were used for further professional development.
- District teachers have been supported by providing time for planning and professional development. Every Wednesday is a minimum day for students. Three additional days were added to the teacher's calendars to provide the time necessary for planning and Professional Development. Data has been used to determine areas of focus and information on where to direct all resources available to provide the best educational service to our students.