

Grizzly Hill School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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
Web Site	
CDS Code	29664156089403

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

School Description and Mission Statement (Most Recent Year)

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.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	13
Grade 1	7
Grade 2	14
Grade 3	11
Grade 4	11
Grade 5	10
Grade 6	13
Grade 7	9
Grade 8	4
Total Enrollment	92

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	5.4
Asian	0.0
Filipino	0.0
Hispanic or Latino	14.1
Native Hawaiian or Pacific Islander	0.0
White	70.7
Two or More Races	8.7
Socioeconomically Disadvantaged	87.0
English Learners	5.4
Students with Disabilities	18.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	6			
Without Full Credential	0			
Teaching Outside Subject Area of Competence (with full credential)	0			

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	0.00	0.00

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	44	59	21	47	63	31	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	31
All Student at the School	21
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	23
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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
English-Language Arts	42	48	52	40	51	53	54	56	55
Mathematics	26	49	55	27	50	53	49	50	50
History-Social Science				8	33	73	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	3	4
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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	
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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7		27.3	72.7

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (Most Recent Year)

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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	5.8	6.4	0.0	5.2	5.9	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement*	Year 1	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	50.0

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16	1	0	0	7	1			13	1		
1					6	2			7	1		
2	17	1	0	0	8	1			14	1		
3					11	1			11	1		
4	19	1	0	0	7	1			11	1		
5	8	6	0	0	13	1			10	1		
6	4.8	6	0	0	10	1			13	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	2011-12				2012-13				2013-14			
	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.

Academic Counselors and Other Support Staff (School Year 2013-14)

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: Cells with "---" do not require data. 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 2012-13)

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	\$52,354
Percent Difference: School Site and District	---	---		
State	---	---	\$4,690	\$57,931
Percent Difference: School Site and State	---	---		

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,890	\$38,970
Mid-Range Teacher Salary	\$56,601	\$56,096
Highest Teacher Salary	\$63,705	\$71,434
Average Principal Salary (Elementary)		\$91,570
Average Principal Salary (Middle)		\$97,460
Average Principal Salary (High)		\$99,544
Superintendent Salary	\$93,000	\$107,071
Percent of Budget for Teacher Salaries	22	36
Percent of Budget for Administrative Salaries	10	7

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

Professional Development

- 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.