

Georgetown School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

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.

2023-24 School Contact Information

These fields should be reviewed and updated by the LEA/School.

School Name	Georgetown School
Street	6530 Wentworth Springs Rd.
City, State, Zip	Georgetown, CA 95634
Phone Number	(530) 333-8320
Principal	Emily Gallo
Email Address	egallo@bomusd.org
School Website	https://gtcubs.bomusd.org/index.html
County-District-School (CDS) Code	09-73783-6005490

2023-24 District Contact Information

These fields should be reviewed and updated by the LEA/School.

District Name	Black Oak Mine Unified School District
Phone Number	(530) 333-8300
Superintendent	Dr. Gabriel Simon
Email Address	info@bomusd.org
District Website	www.bomusd.org

2023-24 School Description and Mission Statement

Nestled in the foothills of the Sierra Nevada Mountains at 2,600 feet Georgetown School is one of five schools which make up Black Oak Mine Unified School District. The school is perched a top of Harkness Hill, surrounded by evergreens, Our mission is to provided a safe learning environment that challenges all students to achieve academic excellence, develop their creative potential, and acquire marketable career, technical, and personal skills.

Education for children on the Georgetown Divide began with home schools for a few gold miner families in the early 1850's. The first permanent school was established in 1854, on School Street. It was replaced in 1890 by a two-story house on Harkness Hill. This building was used until 1948 when a more modern structure was built in the same location. Today, Georgetown School, educates approximately 260 students from Transitional Kindergarten through the 6th grade. We pride ourselves in providing high quality standards based curriculum for our students and maximizing our community resources. Students at Georgetown School have access to our 40 acre Nature Area. This property provides authentic outdoor educational opportunities. Tied to Next Generation Science Standards, students in grades TK-3 hike through the trails to collect water samples, harvest and dissect flowers, and learn about native plants and animals. For our older 4th-6th grade students, our beautiful oak canopied amphitheater provides a stunning stage for our visual and performing arts program. Our Nature Area, Garden Program, and UC Cal Fresh promotes real world application of earth, life and physical science.

About this School

2022-23 Student Enrollment by Grade Level

These fields will be populated by DTS with data provided by CDE as it becomes available.

Grade Level	Number of Students
Kindergarten	38
Grade 1	26
Grade 2	27
Grade 3	41
Grade 4	40
Grade 5	41
Grade 6	38
Total Enrollment	251

2022-23 Student Enrollment by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Percent of Total Enrollment
Female	46.2%
Male	53.8%
American Indian or Alaska Native	2.4%
Asian	1.2%
Hispanic or Latino	12.4%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	4.4%
White	77.7%
English Learners	2.8%
Foster Youth	0.4%
Homeless	3.2%
Socioeconomically Disadvantaged	46.2%
Students with Disabilities	18.3%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

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)	9.00	100.00	51.70	85.24	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	0.30	0.54	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.40	7.36	12115.80	4.41
Unknown	0.00	0.00	4.10	6.82	18854.30	6.86
Total Teaching Positions	9.00	100.00	60.70	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

These fields will be populated by DTS with data provided by CDE as it becomes available.

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)	11.00	91.67	46.90	77.04	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)	0.00	0.00	0.60	1.08	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.90	6.43	11953.10	4.28
Unknown	1.00	8.33	9.30	15.41	15831.90	5.67
Total Teaching Positions	12.00	100.00	60.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

Note:

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science).

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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

The Black Oak Mine Unified School District participates in a regular process for the review and adoption of textbooks for all schools in our district, including Georgetown School. This process ensures that all materials are current and of high quality. All textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks, Common Core State Standards and adopted by the State Board of Education. BOMUSD adoptions are conducted through a curriculum-adoption process which aligns itself with the state adoption timelines and participates in a curriculum review and adoption process facilitated by the El Dorado County Office of Education. During the 2023-2024 School year BOMUSD adopted SIPPS curriculum to address the pressing academic needs of our tier 2 students.

Year and month in which the data were collected

1/10/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance - 2016 Step Up to Writing - 2014 SIPPS - 2023	Yes	0%
Mathematics	EnVision Math, Pearson (2-5) 2020	Yes	0%
Science	Scott Foresman (K-5) 2002 Prentice Hall (6) 2002 Mystery Science 2021	Yes	0%
History-Social Science	Studies Weekly K-6/2022	Yes	0%
Health	Positive Prevention Plus 4-6 - 2010		0%
Visual and Performing Arts	Clara Classroom - Interactive Learning Platform		

School Facility Conditions and Planned Improvements

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

Georgetown School has two Kindergarten/TK classrooms, their floor to ceiling windows and interior redwood siding has stood the test of time. These rooms have fostered the love of learning for generations. During the summer of 2023, the Jack and Jill adjoining bathrooms were remodeled. The 100 wing was built in 1948, the oldest building on campus, and was recently renovated by the Boys and Girls Club of America. It is now a state-of-the-art facility, housing a game room, art room, computer lab, teen room, and a recording studio. On average, 75 kids make use of this facility daily where they are served a nutritious meal and participate in programs which enrich their after-school experience.

Our 200 wing houses four multiple subject classrooms, our Title One reading specialist and extra kitchen storage. During the summer of 2023 our kitchen received a walk-in freezer, a new three door refrigerator and a new oven/hood. The 300 wing is home to 3 multiple subject classrooms and our two-classroom sized Design Den. The Design Den provides opportunities for makerspace activities (i.e. 3D printers, art projects, music classes, etc.). The 300 wing received new blinds in the fall of 2023, reducing glare and improving privacy.

We have two permanent classrooms in the 400 wing which have been designated for RSP and our Wellness Center. Starting in the fall of 2023, our school district's licensed School Social Worker has transformed a standard classroom into a calming space. Here, she facilitates one-on-one counseling and social emotional learning groups. These 400 wing classrooms received seal coat roofing in the fall of 2023. Also in this wing, we have one library/media lab, which is now used as a 6th grade classroom.

The nine remaining buildings on Georgetown School campus are portable. They provide the necessary space for another mainstream classroom, Special Day Class, Primary Intervention Program (play therapy), County Preschool, speech therapy, outdoor education and storage. All six portable classrooms have new HVAC units.

In the summer and fall of 2023 two solar panels were installed on the Georgetown School Campus. These solar panels will generate 44% of electricity, off-setting costs. We also cleaned out and repurposed the old home economics classroom and created a fully functioning community center. It has a full working kitchen and a new washer and dryer. This area is used to store food and clothing for community members in need. We host a monthly community night out. We serve a hot meal and provide community members access to essential commodities and community resources.

Georgetown School provides an adequate number of restrooms for students and staff use. Staff have access to three bathrooms. Students have access to eight restrooms. Georgetown School has two assigned custodians; one custodian provides services during school hours, and one custodian works during evening hours. District maintenance is available daily during school hours per request to assist with larger jobs. The grounds crew maintains our campus as well as the 42-acre nature area. The nature area includes an outdoor amphitheater, picnic area, nature trails, a model Indian village, six stream-fed ponds and historical garden sites.

Year and month of the most recent FIT report

6/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	New flooring in 3 classrooms, admin building installed 2023
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	New LED lighting installed on entire campus interior and exterior
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	2024 replacement through state water bond grant
Safety: Fire Safety, Hazardous Materials		X		Main fire alert system and battery backup replaced in 2023

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Removed unsafe structures waiting for bond in 2024 for replacement.

Overall Facility Rate

These fields should be reviewed and updated by the LEA/School. Please make sure they match your most recent facilities inspection ratings.

Exemplary	Good	Fair	Poor
			X

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:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **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 will be populated with data by DTS when it is released by CDE.

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	38	29	40	38	47	46
Mathematics (grades 3-8 and 11)	34	31	32	30	33	34

2022-23 CAASPP Test Results in ELA by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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.

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	154	153	99.35	0.65	29.41
Female	76	75	98.68	1.32	34.67
Male	78	78	100.00	0.00	24.36
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	18	94.74	5.26	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	9.09
White	117	117	100.00	0.00	34.19
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	81	100.00	0.00	17.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	39	100.00	0.00	15.38

2022-23 CAASPP Test Results in Math by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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.

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	154	153	99.35	0.65	30.72
Female	76	75	98.68	1.32	30.67
Male	78	78	100.00	0.00	30.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	18	94.74	5.26	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	9.09
White	117	117	100.00	0.00	35.90
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	81	100.00	0.00	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	39	100.00	0.00	7.69

CAASPP Test Results in Science for All Students

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	33.33	19.05	30.14	22.18	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	42	42	100.00	0.00	19.05
Female	19	19	100.00	0.00	21.05
Male	23	23	100.00	0.00	17.39
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
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	28	28	100.00	0.00	21.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	27	100.00	0.00	14.81
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.

2022-23 California Physical Fitness Test Results

This field should be reviewed and updated by the LEA/School.

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 during 2021-22 and 2022-23 school years, only participation results are required 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
Grade 5	97%	100%	100%	97%	100%

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.

2023-24 Opportunities for Parental Involvement

Georgetown School provides many opportunities for parental involvement. Volunteerism is strongly encouraged. Volunteers can be found in classrooms, helping with yard duty, attending field trips, providing lunch time art activities, teaching guitar classes, facilitating theater arts productions, working in the garden and coaching after school sports. We also have an active Parent Teacher Association (PTA) which consists of dedicated parent volunteer leaders. They meet monthly to plan fundraisers, give back to our community, beautify our school and provide support to students. Through volunteer efforts they host/sponsor a Back to School Ice Cream Social, Halloween/Harvest Festival, Jog-A-Thon, Corn Hole Classic and multiple student incentive field trips. We urge all parents to support and join the PTA. Working with our FAST (Family and School Together) coordinator, we host a Community Night Out on the first Thursday of every month. These events are well attended by school and community members. Dinner and access to essential supplies (i.e. food/clothes) and social services (i.e. counseling) is provided. The supplies/services are provided by community agencies and the event is run by teacher and parent volunteers.

2022-23 Chronic Absenteeism by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	285	273	111	40.7
Female	128	124	52	41.9
Male	156	148	59	39.9
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	7	6	2	33.3
Asian	3	3	1	33.3
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	37	37	14	37.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	12	12	4	33.3
White	216	205	86	42.0
English Learners	8	8	3	37.5
Foster Youth	2	1	0	0.0
Homeless	21	20	12	60.0
Socioeconomically Disadvantaged	168	158	79	50.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	59	27	45.8

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.33	0.35	0.79	2.90	2.90	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.35	0
Female	0	0
Male	0.64	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.46	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.67	0

2023-24 School Safety Plan

We emphasize providing a safe environment for our students. We regularly conduct safety inspections and practice systematic evacuation/emergency drills on a monthly basis. The local fire department, emergency medical technicians and ambulance service are in close proximity to our school and provide immediate response. Our school has a closed campus, which allows for a well-supervised environment. All efforts to ensure building safety, cleanliness and adequacy have been successful. More detailed information on our safety and evacuation procedures is in our school safety plan. This plan is reviewed annual with

2023-24 School Safety Plan

staff and parent input every fall. For the 2023-24 school year, all staff are under going training for Catapult emergency response protocols. We also installed ## cameras, which totals ## campus wide.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2020-21 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		
1	20	1		
3	23		1	
4	27		1	
5	26		1	
6	27		1	
Other	19	2	1	

2021-22 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	24		1	
1	24		1	
2	21		1	
3	25		1	
4	25		1	
5	25		1	
6	26		1	
Other	21	1	4	

2022-23 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	19	1	1	0
1	23	0	1	0
2	0	0	0	0
3	24	0	1	0
4	23	0	1	0
5	27	0	1	0
6	30	0	1	0
Other	22	1	3	0

2022-23 Ratio of Pupils to Academic Counselor

This field will be populated by DTS with data provided by CDE as it becomes available.

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	0

2022-23 Student Support Services Staff

These fields will be populated by DTS with data provided by CDE as it becomes available.

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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.47
Psychologist	.2
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1
Other	1.6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available:

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

Note:

The most recent data available from CDE is for fiscal year 2021-22. For comparison purposes, data for the same fiscal year is requested from the school.

This table displays the 2021-22 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	\$11,801	\$3,370	\$8,431	\$58,912
District	N/A	N/A	\$8,870	\$74,043
Percent Difference - School Site and District	N/A	N/A	-5.1	-22.8
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	10.3	-27.9

Fiscal Year 2022-23 Types of Services Funded

Additional federal and state programs which supplement the regular education program include: Lottery, Title I, IV, Special Education, McKinney Vento Homeless and Limited English Proficient and Arts and Music Instruction Block Grant. Black Oak Mine provides Title III services through the EDCOE Consortium. The new Local Control Funding Formula includes supplemental revenue generated by English Learners, Free and Reduced qualifying students and Foster Youth. This funding has been targeted to serve educationally disadvantaged youth. Funding for Covid intervention includes ESSER I, II and III, GEER I and II, Expanded Learning Opportunity Grants and In-person Instruction Grant funding.

Georgetown School directly benefits from our FAST (Families and Schools Together) grant and includes the following funding sources: TUPE (Tobacco Use Prevention Education), SELCoP (CA SEL Community of Practice), LCSSP (Learning Communities for School Success Program), CCSPP Cohort 6 (California Community Schools Partnership Program), CCSPP Cohort 3 (California Community Schools Partnership Program) MediCal Pilot (School Health Demonstration Project) SBHIP (School Behavioral Health Incentive Program), CYHIP Cohort 1 (Children & Youth Behavioral Health Initiative). We receive funding for the Primary Intervention Program (PIP).

Georgetown has a health aide on campus 5 days per week, a school psychologist 2 days a week, Wellness Coaches contracted through New Morning 5 days per, Licensed School Social Worker 3 days per week, a PIP facilitator 3 days per week, a speech/language specialist 4 days a week and a BCBA (board certified behavior analyst) 1 day per month. Through the El Dorado Office of Education we contract out for physical and occupational therapists. We provide a Special Day class and RSP program for students with Individual Education Plans.

Fiscal Year 2021-22 Teacher and Administrative Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 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	\$48,600	\$47,616
Mid-Range Teacher Salary	\$64,609	\$75,580
Highest Teacher Salary	\$89,029	\$100,485
Average Principal Salary (Elementary)	\$116,731	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$126,716	\$125,386
Superintendent Salary	\$178,190	\$157,977
Percent of Budget for Teacher Salaries	26.37%	27.82%
Percent of Budget for Administrative Salaries	4.63%	5.78%

Professional Development

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

Professional Development

During the 2022-23 school year Georgetown School trained teachers on Tier 1 and Tier 2 social emotional learning and behavior curriculums/programs. We used our professional development days for Positive Behavior Intervention and Supports (PBIS), Tool Box and 1,2,3, Wellness. We also focused on math articulation and addressed chronic absenteeism.

During the 2023-24 school year. To best address the academic, social emotional learning and behavioral needs of our students, Georgetown School has made a conscious effort to train and/or retrain all teachers in our tier 1 and tier 2 ELA curriculum and tier 1 SEL curriculum. During the 2023-24 school year all teachers will receive training in Benchmark (tier 1) and SIPPS (tier 2). All teachers and staff have received training in Character Strong, our tier 1 SEL curriculum. All staff will also receive training in Everyday Behaviors to address classroom management challenges. Our classified aides have had access to be trained as a registered behavioral Technician. We utilized professional development days, staff meetings to deliver content and professional learning communities for content and integration.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5