

# GT School of Innovation- A New Tech Network Campus

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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, 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 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).

#### **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.

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	GT School of Innovation- A New Tech Network Campus
Street	6530 Wentworth Springs Rd.
City, State, Zip	Georgetown, CA 95634
Phone Number	(530) 333-8320
Principal	Wendy Westsmith
Email Address	wwestsmith@bomusd.org
Website	<a href="https://gtcubs.bomusd.org/">https://gtcubs.bomusd.org/</a>
County-District-School (CDS) Code	09-73783-6005490

Entity	Contact Information
District Name	Black Oak Mine Unified School District
Phone Number	(530) 333-8300
Superintendent	Jeremy Meyers
Email Address	Superintendent
Website	www.bomusd.org

## School Description and Mission Statement (School Year 2019-20)

### School Mission Statement

We, at GT School of Innovation, believe that students deserve an engaging, real-world education, that empowers and impassions them for a future they might not have dreamt of yet ...

### School Vision Statement G

Georgetown School is a Design Thinking New Tech Network (NTN) school where science, technology, engineering, the arts and mathematics (STEAM) are used as access points for guiding student inquiry dialogue and critical thinking. At Georgetown, we emphasize project-based learning, critical thinking, collaboration, literacy, fieldwork, service and teamwork. We are partners with our parents in instilling the most critical skill for long-term student success—a Disposition for Learning!

## Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	41
Grade 1	34
Grade 2	28
Grade 3	27
Grade 4	22
Grade 5	29
Grade 6	43
Total Enrollment	224

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	4
Asian	1.8
Hispanic or Latino	9.8
Native Hawaiian or Pacific Islander	0.9
White	79
Two or More Races	3.1
Socioeconomically Disadvantaged	61.2
English Learners	1.8
Students with Disabilities	4
Foster Youth	0.9
Homeless	3.6

## 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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	9	10	10.25	63.34
Without Full Credential	2	1	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 10/2019

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.

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	Yes	0%
Mathematics	Tara West Kinder and Firstie Math (TK-1) 2017 EnVisionMath, Pearson (2-5) 2017 Big Ideas Math, Houghton Mifflin (6) 2015	Yes	0%
Science	Scott Foresman (K-5) 2002 Prentice Hall (6) 2002	Yes	0%
History-Social Science	USA Studies Weekly 2018	Yes	0%
Health	Botvin LifeSkills (4-6) 2010	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

Approximately 60 percent of the school's permanent buildings are more than 30 years old. The remaining campus consists of portable, redwood-sided classrooms. Georgetown School provides an adequate number of restrooms for student and staff use, which we keep clean and in service.

Our school and district custodial staff maintains the school on a regular basis. District maintenance is available daily during school hours per request; two custodians provide services during school hours, and one custodian works during evening hours.

Georgetown School students are fortunate to have a 32-acre nature area located on our school campus. The nature area includes an outdoor amphitheater, picnic area, nature trails, a model Indian village, a gold-mine site and six stream-fed ponds.

Recent facility improvement projects include: Our 100 Wing was renovated this year and houses the GT Boys and Girls Club of America. It is a state of the art facility housing a game room, art room, computer lab, teen room, and program room! On average, 75 kids make use of this facility daily where they are served a nutritious meal and participate in national, locally-developed, and youth-led programs that enrich their after-school experiences. a new fire-alarm panel and new exterior lighting, both funded by the Deferred Maintenance Program.

A new library/media lab was completed and modernized to encourage both research and love of literacy with traditional and electronic text. Students learn library science from our school library technician each week.

Our Farm to Table, School Garden has entered phase two with a garden shed, fruit trees and planter boxes. Accompanied with garden tables, umbrellas and additional seating.

Since 2016, we have a ratio of one-to-one Chromebooks for students in grades 3-6.

Tablets are available for use in the primary grades.

### **School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report: 11/12/2019**

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	100 wing remodel/floors and paint - CK Construction completed 9-15-2019
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	new 100/200/300 wing renovation - completed summer of 2019 6-15-19
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	20	22	38	44	50	50
Mathematics (grades 3-8 and 11)	23	15	30	28	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	124	120	96.77	3.23	21.67
Male	68	66	97.06	2.94	24.24
Female	56	54	96.43	3.57	18.52
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	13	13	100.00	0.00	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	98	96	97.96	2.04	19.79

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	85	83	97.65	2.35	19.28
English Learners	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	15.38
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	124	120	96.77	3.23	15.00
Male	68	66	97.06	2.94	18.18
Female	56	54	96.43	3.57	11.11
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	13	13	100.00	0.00	30.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	98	96	97.96	2.04	14.58
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	85	83	97.65	2.35	9.64
English Learners	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	15.38
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.9	35.5	22.6

Note: 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.



## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

#### Parental Involvement

GT School of Innovation welcomes parents and grandparents to volunteer in classrooms and on special projects. Our Parent Teacher Association (PTA) consists of very dedicated parent volunteer leaders who meet monthly to plan fundraisers, give back to our community, beautify our school and provide extra student support. We urge all parents to support and join the PTA.

Another important parent group at GT School of Innovation is the School Site Council (SSC). The parent community elects parent representatives to the SSC, and they meet with SSC staff representatives to help examine assessment data and conduct surveys to guide an action plan for improvement called the Single School Plan. For more information about how to get involved as a parent volunteer, please call Wendy Westsmith at (530) 333-8320, or check the website for event dates.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.4	5.3	2.8	4.9	6.8	6.7	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.5	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

#### School Safety

We emphasize providing a safe environment for our students and regularly conduct safety inspections. We conduct systematic evacuation and 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. The school safety plan was last reviewed, updated and discussed with the school faculty in January 2020.

School

## D. Other SARC Information

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

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	1	1		23	1	1		26		2	
1	22		1		27		1		24		1	
2	25		1		21		1		21		1	
3	26		1		19	1			19	1		
4	28		1						24		1	
5	30		1		27		2		28		1	
6	30		2		28		2		29		2	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.8
Other	1.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,985	2,191	7,794	57406
District	N/A	N/A	7,972	61,785
Percent Difference - School Site and District	N/A	N/A	-2.3	-7.3
State	N/A	N/A	7,125	63,590
Percent Difference - School Site and State	N/A	N/A	9.0	-10.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

GT School of Innovation offers the following specialized programs:

**Title I and Educational Impact Aid (EIA):** Georgetown School is a Title I program school. These federal- and state-funded programs are designed to help remediate students in the areas of reading, language and math. Instructional aides provide specialized instruction on an individual or small-group basis with all struggling students.

**Designated Instructional Services (DIS):** This program provides special services to any student who demonstrates a significant delay in development. Such delays may be caused by impairments in health, learning ability or communication skills. The school psychologist, speech and language specialist, or school nurse render special services to these students in addition to those provided by the regular instructional program.

**Special education:** Our special education team provides a high-quality differentiated program for identified students. Special education staff members also work with general education staff to provide interventions for all students. Georgetown students with exceptional needs may also receive the following services locally or from the county office of education.

- Communicatively Handicapped classes for students who may be suffering from severe language delays, deafness, are hard of hearing or have a speech handicap. Program for students who have a learning disability and/or behavior disorder that interferes with the learning process.
- Severely Handicapped program for students whose instructional program may need to be altered due to physical limitations or health reasons.

**School Improvement Program:** Georgetown receives funding from the State of California to improve instruction through our School Improvement Plan. Our School Plan for Student Achievement is available online at [gtcubs.bomusd.org](http://gtcubs.bomusd.org).

The student support services of Georgetown School consist of a school principal, teacher leaders, a part-time counselor, a primary intervention program specialist, Title I instructional aides, a licensed therapist through New Morning Youth & Family Services counseling, a school psychologist who is at school one day each week, a registered school nurse on-site, a part-time speech and language specialist, a part-time occupational therapist, a mental-health specialist, a part-time library clerk and visual and performing arts teacher.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,805	\$43,574
Mid-Range Teacher Salary	\$56,905	\$63,243
Highest Teacher Salary	\$78,414	\$86,896
Average Principal Salary (Elementary)	\$110,009	\$103,506
Average Principal Salary (Middle)	\$0	\$108,961
Average Principal Salary (High)	\$0	\$108,954
Superintendent Salary	\$131,934	\$136,125
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	6%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	3	6

GT School of Innovation continuously upgrades the skills and knowledge of its educational team through a variety of training activities. These include staff development days, conferences, workshops and participation in professional development activities. There are in-service opportunities available yearly for classified and certified staff. The staff has been actively involved in the creation of the staff-development plan for the school year. Teacher leaders take an active role in planning and implementing staff development.

The curriculum at Georgetown is based on the district course of study in language arts; the District Curriculum Guide for Parents; and the state Curriculum Frameworks in language arts, mathematics, science, history and social science, and visual and performing arts.

In 2017-18, there are eight days dedicated to professional development with a focus on our RTI systems districtwide PBIS as well as Lexia Reading intervention and ALEKS Math intervention.

In 2018-19, there are three days dedicated to professional development with a focus on our RTI systems of districtwide intervention, NTN, PBIS as well as Lexia Reading intervention and ALEKS Math intervention.

In 2019-20, there are three district days dedicated to professional development with a focus on NTN Projects that engage learners, RTI Intervention, Reading Horizons, Daily 5 and math intervention cycles.

We plan collaborative time for teachers strategically so that both teachers and students benefit, and it is done with GED (Georgetown Enrichment Days). We use this time to study, examine student work, collaborate and do team building. Our goal this year is mathematics alignment and intervention and NTN Project Based Learning.

This year, we have six scheduled GED days. On these special days, teachers are released from classroom responsibilities and are able to use data to examine student performance related to the Common Core State Standards and explore topics developed during summer professional development. This examination is used to determine how to drive instruction at GT School of Innovation in the future.

Additionally, Georgetown has staff receiving professional development from a New Tech Network, El Dorado County Office of Education, El Dorado County Special Education Local Plan Area (SELPA), and other organizations and educational institutions.