

SARC

2017-18 School Accountability
Report Card

Published in 2018-19

Georgetown School of Innovation- A New Tech Network School

*Georgetown School:
Imagine, Invent, Inspire*

Grades TK-6
CDS Code 09-73783-6005490

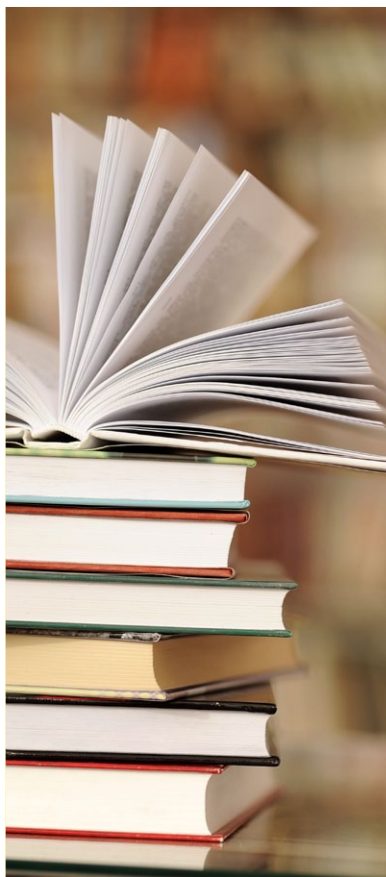
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New Tech Network



Black Oak Mine Unified School District

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Principal's Message

In 2017-18, Georgetown (GT) School applied and was accepted as a New Tech Network school.

Through this partnership, our students will be engaged in Project-Based Learning (PBL), an instructional method where students work for an extended period investigating and responding to a complex real-world problem. This program builds essential skills for today's world, including collaboration, critical thinking, communication and creativity. STEAM skills are integrated into each project (science, technology, engineering and math as well as Common Core standards). Students present their projects every six to eight weeks for our public (parents, the student body and community partners).

Additionally, PBL means creating opportunities for students to be productive members of diverse teams through strong interpersonal communication, a commitment to shared success, leadership and initiative. Collaboration requires that learners have clear safety expectations through behavior, attendance, dress code and the use of school facilities. We provide support, counseling and patience for students who struggle with boundaries. Georgetown School recognizes that each member of our school family has a meaningful role in our students' lives.

As an NTN school, we provide our students with the opportunity to access state-of-the-art equipment and materials for learning. This means access to music, sports and technology. It means well-trained teachers who worked all summer planning curriculum with your child in mind. It means instructing those students at the level identified by their assessments and then taking them to the next steps. It means supporting struggling students with support services in reading and math until they achieve their personal best.

For parents, it means sending students to school rested and on time, demonstrating by their actions and words that education at GT School of Innovation is important. We explicitly share with our children that school is their job, and learning is the key to success.

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

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!

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 to 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.

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 October 2018.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

BLACK OAK MINE

UNIFIED SCHOOL DISTRICT

Committed to Educational Excellence

District Mission Statement

Our mission is to provide a safe learning environment that challenges all students to achieve academic excellence, develop their creative potential, and acquire marketable career, technical, and personal skills.

District Vision Statement

Our vision is to provide the opportunity for all students to be healthy, responsible, productive citizens, skilled workers, lifelong learners, and contributors to their local and world communities.

Board of Trustees

Bill Drescher, President

Darcy Knight, Vice President

Ronnie Ebitson, Clerk

Jeff Burch, Member, Member

Joe Scroggins, Member

"Relevant, Rigorous, Responsive, Relationships"

Welcome to GT School of Innovation

Welcome to GT School of Innovation, Home of the Cubs and a New Tech Network (NTN) school.

As the first NTN school in El Dorado County, we believe that students are most engaged with learning when they are actively involved to evaluate real-world problems and potential solutions through lessons that are project-based. We are a school community who believes that all students can and will learn and succeed.

Georgetown is a TK-6 school with approximately 225 students. Our student body represents diverse backgrounds.

Georgetown School is dedicated to the ideal that our students have the capacity to compete and to that end we have:

- High academic standards for all
- A comprehensive, challenging and relevant curriculum
- Effective, engaging instructional strategies
- Accurate and meaningful assessments
- High-performing and inspiring team committed to professional development, training and lifelong learning
- A safe and secure learning environment
- A culture of continuous quality improvement
- A one-to-one ratio of Chromebooks for grades 3-6
- School Garden Program with UC CalFresh
- MakerSpace
- GED Days (Georgetown Enrichment Days)
- Gifted and Talented Education (GATE)
- Response to Intervention (RTI)
- Positive Behavioral Interventions and Supports (PBIS)
- Primary Intervention Program, school counseling and New Morning Youth & Family Services
- Head Start preschool
- Boys & Girls Club

Georgetown Elementary applied for and was accepted as a New Tech Network School in April of 2018. As part of this transformation into a project-based learning STEAM (Science, Technology, Engineering, Arts, and Mathematics) School, we adopted a new name that expresses our connection with a nationally recognized, high performing school network. We are now called GT School of Innovation- A New Tech Network Campus.

This year parents and students who participated in our GT School Survey suggested interest in a school where students had a science driven, project-based learning approach! Our motto, "Imagine, Invent, Inspire," states our commitment to providing an enriched, engaging and rigorous curriculum as well as creating agency and responsibility in our student body through collaborative projects and presentations.

ECHO learning management system, an online learning platform will allow parents to log in, each day and see with their own eyes how their learner is progressing toward standard. ECHO is in a "test pilot" mode for the 2018-19 school year. Students in all grades will have access to ALEKS (Math), Lexia (reading) and Spelling City (our new spelling program). Additionally, students will be provided access to our new history/social science adoption, USA Studies Weekly.

And do not forget our wonderful offering of afterschool Makerspace, along with our new bi-monthly elective rotations on Fridays, which will expose our 3-6 grade learners to even MORE arts and sciences such as: coding, music, classical art and more!

What is Makerspace? Makerspace is a movement that is taking the world by storm! Imagine DIY meets education! Makerspace is not only a place where you can go to learn how to use an arc welder for the afternoon, but an educational concept as well! Makerspace presents readily available materials that can act as a provocation for inquiry, as well as modern technology and items with which to invent. Our Makerspace is excited to announce our partnership with Folsom Lake College Innovation Center and Makerspace! Response to Intervention students that are not meeting benchmark standards receive well-planned and research-based intervention lessons during the regular school day. Two examples of this are ALEKS math intervention and Lexia Reading intervention. These online programs can be used at school and at home. GT School students enjoy a safe and secure campus. Students receive positive rewards through our PBIS PAWS Awards. PBIS is a simple schoolwide system that helps all adults and students share similar rules, procedures, and expectations for behavior and safety. PAWS is our acronym for the schoolwide expectations that we practice: personal best, act responsibly, work and play safe, and show respect.

With the support of our school board and superintendent, Georgetown will take its place as the first New Tech Network School in El Dorado County, an elite recognition that we are proud to be a part of. If you are interested in joining our school community as we undertake this exciting new journey, please contact us.

On behalf of the Georgetown team, we are excited and honored to educate your children.

Types of Services Funded

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 Single Plan for Student Achievement is available online at gtcubs.bomusd.org.

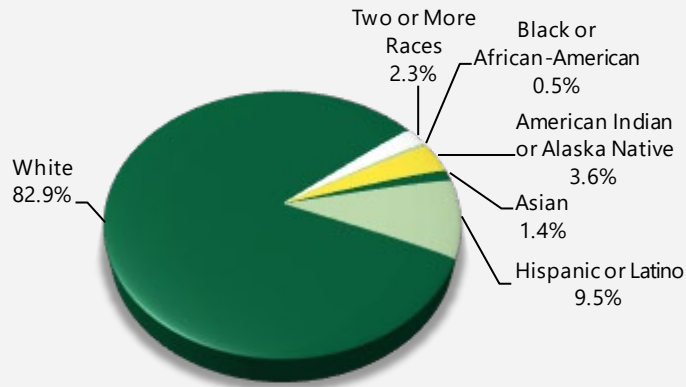
The student support services of Georgetown School consist of a school principal, teacher leaders, a part-time counselor, a primary intervention program specialist, Title I instructional aides, a licensed therapist through New Morning Youth & Family Services counseling, a school psychologist who is at 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 computer teacher.

Enrollment by Student Group

The total enrollment at the school was 222 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

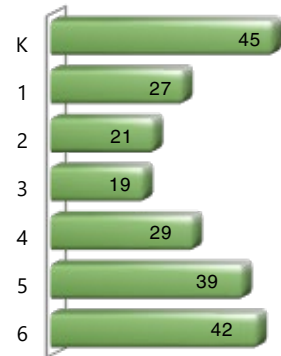
2017-18 School Year



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade



Professional Development

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.

For 2016-17, there were 20 days dedicated to professional development, with the focus on student data and researched-based instructional practices for academic growth and success. Title I and site funds were used to provide five additional days of professional development for Georgetown staff throughout the year.

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.

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 literacy articulation and alignment and NTN Project Based Learning.

This year, we have six scheduled GED afternoons. 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 intuitions.



"As an NTN school, we provide our students with the opportunity to access state-of-the-art equipment and materials for learning."

Professional Development Days

Three-Year Data

	2016-17	2017-18	2018-19
Georgetown School	20 days	8 days	3 District, 7 Site

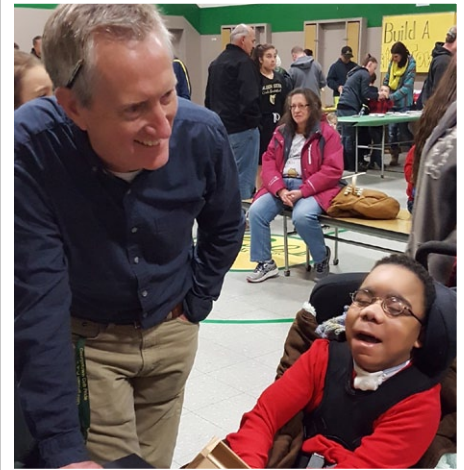
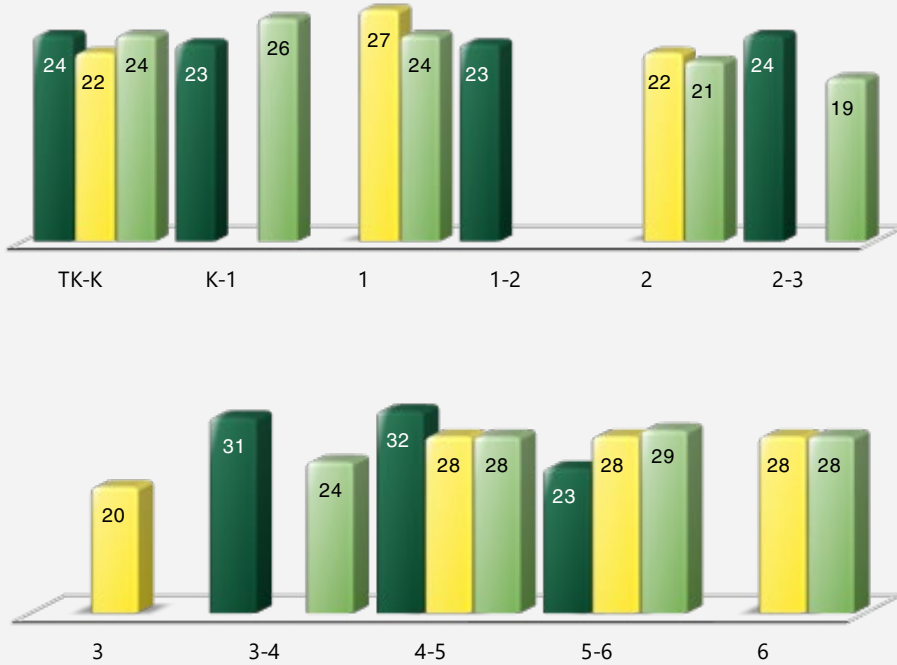
Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

Average Class Size

Three-Year Data

15-16 16-17 17-18



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Georgetown School

	15-16	16-17	17-18
Suspension rates	2.6%	0.4%	5.3%
Expulsion rates	0.0%	0.0%	0.0%

Black Oak Mine USD

	15-16	16-17	17-18
Suspension rates	6.0%	4.9%	6.8%
Expulsion rates	0.0%	0.1%	0.5%

California

	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

	2015-16			2016-17			2017-18		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK-K		1		1	1			1	
K-1		1						1	
1					1			1	
1-2		1							
2					1			1	
2-3		1					1		
3				1					
3-4		1						1	
4-5		1			2			1	
5-6		1			1			1	
6					1			1	



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Georgetown School		Black Oak Mine USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Georgetown School		Black Oak Mine USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	25%	20%	39%	38%	48%	50%
Mathematics	19%	23%	27%	30%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Georgetown School
		Grade 5
Four of six standards		8.60%
Five of six standards		34.30%
Six of six standards		40.00%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-6.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	131	130	99.24%	20.00%
Male	69	69	100.00%	10.14%
Female	62	61	98.39%	31.15%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	13	13	100.00%	15.38%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	107	106	99.07%	20.75%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	83	83	100.00%	15.66%
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	9.09%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	132	129	97.73%	23.26%
Male	70	69	98.57%	20.29%
Female	62	60	96.77%	26.67%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	13	13	100.00%	23.08%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	107	105	98.13%	21.90%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	83	83	100.00%	21.69%
English learners	❖	❖	❖	❖
Students with disabilities	12	11	91.67%	9.09%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

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.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Reading/language arts	Benchmark Advance	2016
Mathematics	Tara West Kinder and Firstie Math (TK-1)	2017
Mathematics	EnVisionMath, Pearson (2-5)	2017
Mathematics	Big Ideas Math, Houghton Mifflin (6)	2015
Science	Scott Foresman (K-5)	2002
Science	Prentice Hall (6)	2002
History/social science	USA Studies Weekly	2018
Health	Botvin LifeSkills (4-6)	2010
Technology Supplemental	Typing Works (3-6)	2018
Supplemental	Vocabulary/Spelling City	2018
Supplemental	Lexia	2017
Supplemental	ALEKS Math	2017

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2018-19 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

✧ Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2018-19 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2018-19 School Year	
Data collection date	9/13/2018



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	10/12/2018	
Date of the most recent completion of the inspection form	10/15/2018	



School Facilities

Approximately 60 percent of the school's permanent buildings are more than 30 years old. The remaining campus consists of portable, redwood-sided classrooms. The 100 wing is currently closed while the remaining wings are open for instructional purposes. 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 a new fire-alarm panel and new exterior lighting, both funded by the Deferred Maintenance Program.

A new computer lab was completed and opened to students and public use in 2014.

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.

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2018-19 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Carpet and blinds to be replaced.	2020-21
Structural	Roof and gutter replacement on the 600 rooms.	2020-21

"With the support of our school board and superintendent, Georgetown will take its place as the first New Tech Network School in El Dorado County, an elite recognition that we are proud to be a part of."



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Black Oak Mine USD	Georgetown School		
Teachers	18-19	16-17	17-18	18-19
With a full credential	59	11	9	10
Without a full credential	2	0	2	1
Teaching outside subject area of competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Georgetown School		
Teachers		16-17	17-18	18-19
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

"On behalf of the Georgetown team, we are excited and honored to educate your children."

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

✧ Not applicable.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.000
Average number of students per academic counselor	✧
Support Staff	
	FTE
Social/behavioral counselor	0.000
Career development counselor	0.000
Library media teacher (librarian)	0.060
Library media services staff (paraprofessional)	0.390
Psychologist	0.017
Social worker	0.000
Nurse	0.100
Speech/language/hearing specialist	0.000
Resource specialist (nonteaching)	0.000
Other	
	FTE
Instructional aides	0.625
Noon supervision	5.00
Early mental health specialist	0.500
Youth coordinator	0.450

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2016-17 Fiscal Year
	Black Oak Mine USD	Similar Sized District
Beginning teacher salary	\$42,381	\$42,990
Midrange teacher salary	\$73,783	\$61,614
Highest teacher salary	\$77,638	\$85,083
Average elementary school principal salary	\$108,920	\$100,802
Average middle school principal salary	◆	\$105,404
Average high school principal salary	◆	\$106,243
Superintendent salary	\$131,934	\$132,653
Teacher salaries: percentage of budget	29%	30%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

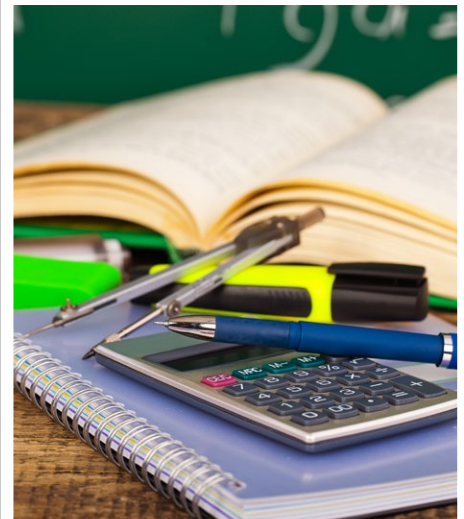
Financial Data Comparison		2016-17 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Georgetown School	\$5,807	\$56,359
Black Oak Mine USD	\$8,365	\$61,785
California	\$7,125	\$63,590
School and district: percentage difference	-30.6%	-8.8%
School and California: percentage difference	-18.5%	-11.4%

◆ Information is not available at this time.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$6,896
Expenditures per pupil from restricted sources	\$1,089
Expenditures per pupil from unrestricted sources	\$5,807
Annual average teacher salary	\$56,359



Expenditures Per Pupil

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.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.

School Accountability Report Card

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