Georgetown School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Georgetown School
Street	6530 Wentworth Springs Rd.
City, State, Zip	Georgetown, CA 95634
Phone Number	(530) 333-8320
Principal	Dylan Nicholson
Email Address	dnicholson@bomusd.org
School Website	https://gtcubs.bomusd.org/index.html
Grade Span	K-6
County-District-School (CDS) Code	09-73783-6005490

2025-26 District Contact Information

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

2025-26 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 that make up Black Oak Mine Unified School District. The school is perched at the top of Harkness Hill, surrounded by evergreens. 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. Education for children on the Georgetown Divide began with home schools for a few gold-miner families in the early 1850s. 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 230 students from Transitional Kindergarten through the 6th grade. We must work together to continuously improve our schools for our students and our community. 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 offers authentic outdoor educational opportunities. Tied to Next Generation Science Standards, students in grades 4-6 hike through the trails to collect water samples, harvest and dissect flowers, and learn about native plants and animals. For our younger 1-3 grade students, our beautiful oak canopied amphitheater and fields provide a stunning stage for our Physical Education program. Our Nature Area, Garden Program, and UC CalFresh promote real-world applications of earth, life, and physical science. We are committed to building an academic foundation that challenges students through a curriculum aligned with the Common Core State Standards (CCSS). Our District is developing systems of support across our school sites, which center around the development of a culture of universal achievement. This culture develops and improves by being driven by the following beliefs and guiding principles:
*Every child deserves the opportunity to be educated in a way that prepares them for life after high school - college, trades, or the workplace.
*Our schools can neutralize many of the challenges students bring to the classroom
*Student achievement should be our number one topic of conversation
*With a single-minded passion, we will achieve great things!
Georgetown Elementary teachers work with teachers within our district and surrounding schools to ensure academic rigor and standards alignment in mathematics through their work with Cal ED partners. Foundational and remediation in ELA phonics instruction through SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) embedded in all classrooms. Student safety and social-emotional wellness is a priority at Georgetown School. Our teachers use a daily 30-minute block to assist students in their emotional development through the use of the Character Strong curriculum. PBIS

2025-26 School Description and Mission Statement

(Positive Behavior Interventions and Supports) Tier 1 and 2 are used extensively across the campus to provide explicit behavioral expectations and positive reinforcement for all students. Georgetown Elementary is proud to provide an expanding array of extracurricular activities, including dance, arts, music, athletics, and design.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	19
Kindergarten	27
Grade 1	23
Grade 2	24
Grade 3	26
Grade 4	25
Grade 5	29
Grade 6	43
Total Enrollment	216

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.8
Male	57.2
American Indian or Alaska Native	0.4
Asian	0.4
Black or African American	0.4
Filipino	0.4
Hispanic or Latino	16.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.1
White	74.2
English Learners	1.3
Foster Youth	0.4
Homeless	6.6
Socioeconomically Disadvantaged	53.3
Students with Disabilities	19.2

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.

2021-22 Teacher Preparation and Placement

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	91.67	46.9	77.04	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.6	1.08	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.9	6.43	11953.1	4.28
Unknown/Incomplete/NA	1	8.33	9.3	15.41	15831.9	5.67
Total Teaching Positions	12	100	60.9	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

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)	8	72.73	40.5	70.16	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.5	0.87	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	18.18	3.5	6.16	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5	8.76	11746.9	4.23
Unknown/Incomplete/NA	1	9.09	8.1	14.04	14303.8	5.15
Total Teaching Positions	11	100	57.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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)	8	80	39.1	66.79	230039.4	100
Intern Credential Holders Properly Assigned	1	10	2.5	4.27	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	10	3	5.27	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	6.9	11.78	12112.8	4.34
Unknown/Incomplete/NA	0	0	6.9	11.88	13705.8	4.91
Total Teaching Positions	10	100	58.5	100	278927.1	100

Note: The data in this table is based on 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)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2	0
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	2	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other 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. 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	1/10/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance - 2016 Step Up to Writing - 2014 SIPPS - Collaborative Classroom 2023	0%
Mathematics	EnVision Math, Pearson (K-6) 2021	0%
Science	K-3 In the process of adoption, 2025-26 4-6 Integrated Science, TCI 2024	0%
History-Social Science	Studies Weekly K-6/2022	0%
Health	Positive Prevention Plus 4-6 - 2010	0%
Visual and Performing Arts	Clara Classroom - Interactive Learning Platform, 2023	0%

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

School Facility Conditions and Planned Improvements

Georgetown School has recently had a new playground installed, including resurfacing the ground covering to replace the previous bark with padded turf. This was covered by a Bond measure (Measure A), and has had a positive impact on all 230 students currently enrolled. Four classrooms have had their floor coverings replaced with new linoleum flooring to replace existing carpet that had been worn and damaged. 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

School Facility Conditions and Planned Improvements

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 that 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 science laboratory. The Design Den provides opportunities for maker space 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 special day class. Starting in the fall of 2023, our school district's guidance counselor has transformed a standard classroom into a calming space. Here, she facilitates one-on-one counseling and social-emotional learning groups. This space also houses our school wellness coach and behavior tech. 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 the Georgetown School campus are portable. They provide the necessary space for another mainstream classroom, Primary Intervention Program (play therapy), County Preschool, speech therapy, outdoor education, music, 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 and offset 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 student 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, a picnic area, nature trails, a model Indian village, six stream-fed ponds, and historical garden sites.

General-Georgetown School takes great efforts to ensure that all school facilities are clean, safe, and functional. To assist in this effort, the Black Oak Mine Unified School District uses a Facility Inspection Tool (FIT) instrument developed by the State of California OPSC . This tool is used by the District to guide facility maintenance projects for the upcoming year. The results of this survey are available at the school office, or at the District office.

Maintenance and Repair - The Black Oak Mine maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The District utilizes SchoolDude, a work order process, to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule -Golden Sierra has adopted cleaning standards and protocols to ensure that all site facilities are clean and safe for all students and staff. A summary of these standards are available at the district FMOT office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Modernization Projects - During the 2024-2025 school year and subsequent three years, local bond funds [Measure A], and state matching funds will be used to provide the following improvements:
Expand STEM classrooms and career technical education spaces, fostering innovation and preparing students for future careers.
Repair aging infrastructure, including leaky roofs, plumbing, and restrooms, to create safe and comfortable learning environments.
Enhance student safety with updated security systems and improved accessibility for all.
Upgrade playgrounds and athletic fields to support the physical and emotional well-being of our students.
The work on these projects is scheduled to begin in the Spring of 2025 and be completed prior to the start of the 2028-2029 school year.

Year and month of the most recent FIT report	12/14/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Install of HVAC in MP room through Measure A bond
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Drinking fountain replacement on 300 wing and playground with State Water Bond funds in 2026
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			All facia on outdoor shade structures replaced in 2025
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Replace playground structure and fall zones in August 2025 with Measure A bond funds

Overall Facility Rate

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 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	22	40	39	44	47	48
Mathematics (grades 3-8 and 11)	23	29	30	31	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	129	126	97.67	2.33	40.48
Female	58	56	96.55	3.45	46.43
Male	70	69	98.57	1.43	34.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	27	27	100.00	0.00	44.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	92	89	96.74	3.26	40.45
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	12	11	91.67	8.33	27.27
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	65	97.01	2.99	34.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	10.53

2024-25 CAASPP Test Results in Math by Student Group

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	131	127	96.95	3.05	23.95
Female	59	56	94.92	5.08	23.21
Male	71	70	98.59	1.41	32.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	27	26	96.30	3.70	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	94	91	96.81	3.19	30.77
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	12	10	83.33	16.67	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	69	66	95.65	4.35	23.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	5

CAASPP Test Results in Science for All Students

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.69	50	26.18	34.56	30.70	32.66

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	42	95.45	4.55	50.00
Female	20	19	95.00	5.00	52.64
Male	23	22	95.65	4.35	45.46
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	11	100.00	0.00	45.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	26	92.86	7.14	57.69
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	18	90.00	10.00	47.62
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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	90.5	90.5	90.5	90.5	90.5

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.

2025-26 Opportunities for Parental Involvement

Georgetown School offers a wide range of opportunities for meaningful parent and family involvement. Volunteerism is strongly encouraged and supported, with volunteers actively engaged in classrooms, yard duty, field trips, lunchtime art activities, theater arts productions, school garden projects, and after-school sports programs.The school also benefits from a highly active Parent Teacher Association (PTA) comprised of dedicated parent leaders who meet monthly to plan fundraisers, support students, give back to the community, and enhance the school environment. Through their efforts, the PTA sponsors and hosts events such as the Back-to-School Ice Cream Social, Halloween/Harvest Festival, and multiple student incentive field trips. Families are encouraged to join and support the PTA.
In collaboration with the FAST (Families and Schools Together) Coordinator, Georgetown School hosts a Community Night Out on the first Thursday of each month. These well-attended events bring together school and community members and include dinner, access to essential supplies (such as food and clothing), and connections to social services, including counseling. Community agencies provide services and resources, while teacher and parent volunteers coordinate and support the event. Additionally, the School Site Council—comprised of school staff, parents, and community stakeholders—meets four times per year to review school funding and resource allocation. Back-to-School Night and Open House events further support family engagement by enhancing parents' understanding of curriculum, instruction, and learning expectations at Georgetown School. Regular Student Support Team (SST) meetings also provide families opportunities to collaborate with staff to address individual student needs. Parents and community members may also support student literacy through participation in the Sight Word Busters program. Volunteers receive training and instructional resources to provide brief, individualized sight-word instruction within the classroom setting.Georgetown School is committed to open communication and transparency, meeting families where they are. Communication occurs regularly through in-person meetings, phone calls, email, ClassDojo, and social media platforms to ensure strong partnerships with our school community.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	265	247	76	30.8
Female	115	105	36	34.3
Male	149	141	40	28.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	45	16	35.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	16	6	37.5
White	190	176	50	28.4
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	25	23	11	47.8
Socioeconomically Disadvantaged	161	147	53	36.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	57	55	14	25.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.35	1.05	6.42	2.9	2.38	5.24	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.38	0.07	0.37	0.08	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.42	0.38
Female	0.00	0.00
Male	11.41	0.67
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.17	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	18.75	0.00
White	6.32	0.53
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	16.00	0.00
Socioeconomically Disadvantaged	8.07	0.62
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.53	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Georgetown School annually prioritizes the comprehensive review and update of its School Safety Plan to ensure the ongoing safety and well-being of students, staff, and the broader school community. This plan provides a structured framework for the prevention of, response to, and recovery from a wide range of emergencies, including natural disasters and security-related incidents. A regularly updated safety plan enables the identification of potential risks, the establishment of clear protocols, and the delivery of appropriate training to all stakeholders. By fostering a safe and secure learning environment, the School Safety Plan supports a positive school climate and promotes students' academic, emotional, and social development. To ensure continued relevance and effectiveness, the plan undergoes a thorough review, revision, and discussion each year. The most recent review was conducted by Georgetown School staff and approved on February 12, 2025. Recognizing the critical importance of mental health support during and after crises, the Black Oak Mine Unified School District employs qualified School Psychologists and Counselors to support students and staff in navigating challenging situations. The Board of Trustees is committed to maintaining safe and secure school campuses and has adopted board policies specifically focused on student safety. These policies are available for public review on the District's website. To ensure staff are well prepared to respond to safety concerns and emergency situations, Georgetown School utilizes the Catapult Emergency Management System for emergency alerts and communication. All staff members receive annual training in the use of the Catapult system. In addition, all staff participate in required annual comprehensive safety training aligned with essential educational standards. Training topics include, but are not limited to, Mandated Reporting, Universal Precautions for Bloodborne Pathogens, Bullying Prevention, Sexual Harassment Prevention, Suicide Prevention, Workplace Violence Prevention, Media Literacy and Digital Safety for Students, and Fire Extinguisher Use.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	14	1	1	0
1	22	0	1	0
2	0	0	0	0
3	24	0	1	0
4	30	0	1	0
5	0	0	0	0
6	29	0	1	0
Other	22	1	4	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	23		1	
1	25		1	
5	30		2	
6	30		2	
Other	25		6	

2024-25 Ratio of Pupils to Academic Counselor

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

2024-25 Student Support Services Staff

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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.41
Psychologist	0.4
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.625
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$16,444	$5,545	$10,899	$73,482
District	N/A	N/A	$11,246	$76,129
Percent Difference - School Site and District	N/A	N/A	-3.1	-3.5
State	N/A	N/A	$11,146	$86,335
Percent Difference - School Site and State	N/A	N/A	-2.2	-16.1

Fiscal Year 2024-25 Types of Services Funded

Georgetown School receives funding from multiple federal, state, and local sources, providing comprehensive support for student programs, services, and operations. Ongoing funding sources include the Local Control Funding Formula (LCFF), State Lottery funds, Special Education funding, the Environmental Protection Account (EPA), Mental Health funding, the Expanded Learning Opportunities Program (ELOP), and Proposition 28 Arts and Music in Schools funding. LCFF funding represents the primary source of operational revenue and supports staffing, curriculum, instructional materials, and general supplies. Georgetown School also receives federal Title I funding, which is intended to improve educational outcomes for students from low-income families and reduce achievement gaps. Title I funds are used to support instructional aides and purchase intervention materials that enhance student learning. Eligible students with Individualized Education Programs (IEPs) receive comprehensive special education services, including support from an on-site Education Specialist, as well as occupational therapy, speech and language services, and mental health supports. The Expanded Learning Opportunities Program (ELOP) provides state funding for enrichment opportunities for students in transitional kindergarten through sixth grade. At Georgetown School, ELOP funding supports partnerships with the Boys and Girls Club, athletic enrichment opportunities, and a variety of after-school clubs. Proposition 28 funding supports arts education through partnerships with community vendors, providing instruction in dance, visual arts, and expanded offerings in music and drama. In addition to ongoing funding, Georgetown

Fiscal Year 2024-25 Types of Services Funded

School has received one-time block grant funding through the Educator Effectiveness Funding (EEF), and the Learning Recovery Emergency Block Grant (LREBG). Educator Effectiveness Funding is used to provide professional learning opportunities for educators in areas including coaching and mentoring, standards-aligned instruction, positive school climate, recruitment and retention, and credentialing. These funds are designed to promote educator quality, equity, and effectiveness in order to strengthen student outcomes. The Learning Recovery Emergency Block Grant supports initiatives aimed at addressing the academic and social-emotional impacts of the COVID-19 pandemic. The AMIM Block Grant provides funding for standards-aligned instructional materials, professional development, culturally relevant resources, and operational supports related to pandemic recovery.

Georgetown School families and students benefit from the Black Oak Mine Unified School District's FAST (Families and Schools Together) program, which supports students and families in overcoming barriers to learning, with a particular focus on improving attendance and access to services. The FAST Coordinator assists families in connecting to resources and supports across multiple areas of need. Through FAST grant funding, Georgetown School supports programs including TUPE (Tobacco Use Prevention Education), SELCoP (California Social-Emotional Learning Community of Practice), LCSSP (Learning Communities for School Success Program), CCSPP Cohort 6 and Cohort 3 (California Community Schools Partnership Program), the Medi-Cal Pilot (School Health Demonstration Project), SBHIP (School Behavioral Health Incentive Program), and CYBHI Cohort 1 (Children and Youth Behavioral Health Initiative).

Additional funding supports the Primary Intervention Program (PIP). As a result of these combined funding sources, Georgetown School provides robust student support services, including a health aide on campus five days per week; a school psychologist two days per week; a PIP facilitator three days per week; a speech and language specialist four days per week; a Board-Certified Behavior Analyst (BCBA) one day per week; and a Behavior Technician five days per week. Four Title I reading intervention aides support English Language Arts instruction through both push-in and pull-out models. Physical and occupational therapy services are provided through contracts with the El Dorado County Office of Education.

Georgetown School also offers a Special Day Class and a Resource Specialist Program (RSP) to support students with IEPs. In addition, the school receives funding and professional learning support through the CalEd Partners P3 Collaborative to strengthen mathematics instruction.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$52,561	$54,773
Mid-Range Teacher Salary	$69,874	$78,981
Highest Teacher Salary	$96,285	$117,337
Average Principal Salary (Elementary)	$119,371	$128,425
Average Principal Salary (Middle)		$137,947
Average Principal Salary (High)	$144,703	$138,809
Superintendent Salary	$210,000	$176,162
Percent of Budget for Teacher Salaries	26.72%	24.71%
Percent of Budget for Administrative Salaries	5.05%	5.91%

Professional Development

As part of its ongoing commitment to continuous improvement, Georgetown School provides a variety of training and staff development opportunities at both the district and school-site levels for administrators, certificated staff, and classified employees. The district supports this work through Early Release Mondays, which provide dedicated time for structured collaboration and professional learning. Each Monday, faculty meet in grade-level teams and as a whole staff to review student data, refine Common Core implementation strategies, explore effective instructional practices, and share best practices. This weekly collaboration allows staff to apply professional learning, analyze student performance data, plan instructional units, and address individual student needs. During the 2024-25 school year, Georgetown School intentionally focused professional development efforts on strengthening instructional practices to better meet the academic, social-emotional, and behavioral needs of students. All teachers received training in the Tier 1 English Language Arts curriculum (Benchmark) and Tier 2 intervention program (SIPPS). In addition, all staff members were trained in CharacterStrong, the school's Tier 1 Social-Emotional Learning curriculum, as well as Everyday Behaviors to support effective classroom management. Classified instructional aides were also provided opportunities to pursue training as Registered Behavior Technicians, further strengthening student behavioral supports. Professional development was delivered through a combination of scheduled professional development days, staff meetings, and Professional Learning Communities (PLCs) focused on content mastery and instructional integration. In the 2024–25 school year, Georgetown Elementary completed Tier 1 Positive Behavioral Interventions and Supports (PBIS) training to support schoolwide implementation. This professional development was facilitated by the Placer County Office of Education (PCOE) and included in-person training sessions as well as weekly collaborative planning meetings led by the school's PBIS team. Teachers also participated in professional learning focused on mathematics articulation through the CalEd Partners P3 Collaborative. Team members meet monthly with district colleagues and engage in additional monthly sessions focused on data analysis and instructional strategies. Participants also attend three full-day convening conferences to deepen learning and strengthen alignment across grade levels. Additionally, Georgetown School's science teacher collaborates with district elementary and middle school science teachers to align curriculum with state science standards and ensure smooth academic transitions for students as they progress to middle and high school.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5