

2019–2020 School Accountability Report Card

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School Accountability Report Card Reported Using Data from the 2019–2020 School Year California Department of Education

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).

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.

Brook MacMillan, Executive Director

- Principal, Granite Mountain Charter



About Our School

Dear Granite Mountain Families,

We are very excited to have you join our dynamic community! At Granite Mountain Charter School, pride ourselves in our ability to offer customized education programs tailored to a student's strength, learning style and goals. Our hope is to connect with the community to promote a love of learning through a supportive, family centered environment.

Students at Granite Mountain Charter School are Trailblazers. The staff at Granite Mountain Charter school are charged with the mission of developing the individual gifts of each student so that they leave our institution solid and ready to embark on their unique path.

As a of three Trailblazers, I walk this journey alongside you. It is my desire to get to build and foster a community among our families, so feel free to reach out to me at any time with your questions. Thank you for choosing our school.

Sincerely,

Brook MacMillan, MS, MPA, Ed.S

Executive Director, Granite Mountain Charter School

Contact

Granite Mountain Charter
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Lucerne Valley, CA 92356-8133

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About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Lucerne Valley Unified

School Contact Information (School Year 2020–2021)	
School Name	Granite Mountain Charter

Phone Number	(760) 248-6108
Superintendent	Peter Livingston
Email Address	peter_livingston@lucernevalleyusd.org
Website	http://www.lucernevalleyusd.org

Street	8560 Aliento Rd.
City, State, Zip	Lucerne Valley, Ca, 92356-8133
Phone Number	909-906-3593
Principal	Brook MacMillan, Executive Director
Email Address	brook@granitemountainschool.com
Website	http://granitemountainschool.com
County-District-School (CDS) Code	36750510139188

Last updated: 1/14/2021

School Description and Mission Statement (School Year 2020–2021)

Granite Mountain Charter School is a tuition-free, public charter school serving transitional kindergarten through 12th grade students in San Bernardino, Riverside, Los Angeles, Inyo, Kern, and Orange Counties. We take great pride in being able to offer our students flexible personalized learning experiences through our many unique and dynamic programs.

Mission

The mission of Granite Mountain Charter School is to develop the individual gifts of students in San Bernardino County and adjacent counties to become proficient in Common Core State Standards and become critical thinkers, responsible citizens and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished in a personalized environment that fosters successful achievement through quality, personalized, standards-based education, which could include online coursework, offline textbook work, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

Vision

In order to accomplish our mission, Granite Mountain Charter School will:

- Equip students with 21st-century learning opportunities
- Strengthen the whole child to transcend obstacles and become life-long learners
- Empower families to propel students toward college and career readiness
- Anchor with community by cultivating relationship Core Values

Granite Mountain Charter School's three core values distinguish GMCS from other schools:

- Cultivating Culture: creating an environment of respect, acceptance and encouragement for all stakeholders
- Cultivating the Whole Child: nurturing the academic, social and emotional growth of the whole child
- Cultivating Community: providing opportunities for community connections

Schoolwide Learner Outcomes

At Granite Mountain Charter School, we have goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture: they reflect our school vision, the College and Career Readiness standards, and the education of the whole child.

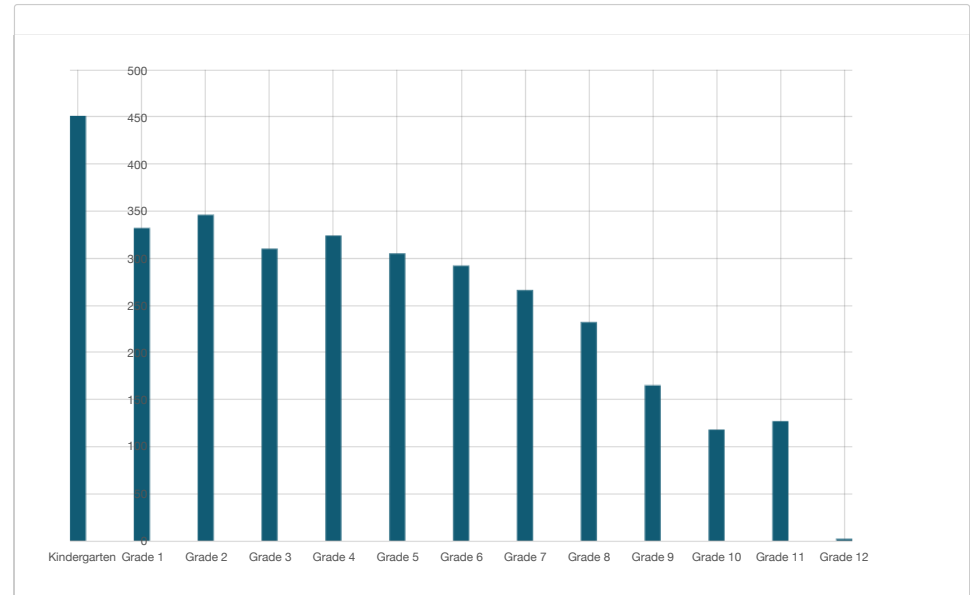
Granite Mountain Charter School students are:

- Self-directed scholars
- Outcome-oriented
- Leaders in a diverse society
- Inspired innovators
- Digitally proficient

Last updated: 1/14/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	451
Grade 1	332
Grade 2	346
Grade 3	310
Grade 4	324
Grade 5	305
Grade 6	292
Grade 7	266
Grade 8	232
Grade 9	165
Grade 10	118
Grade 11	127
Grade 12	2
Total Enrollment	3270



Last updated: 1/14/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	5.60 %
American Indian or Alaska Native	0.50 %
Asian	2.00 %

Student Group	Percent of Total Enrollment
Filipino	0.60 %
Hispanic or Latino	37.50 %
Native Hawaiian or Pacific Islander	0.40 %
White	43.00 %
Two or More Races	7.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	41.80 %
English Learners	1.60 %
Students with Disabilities	10.30 %
Foster Youth	0.20 %
Homeless	1.20 %

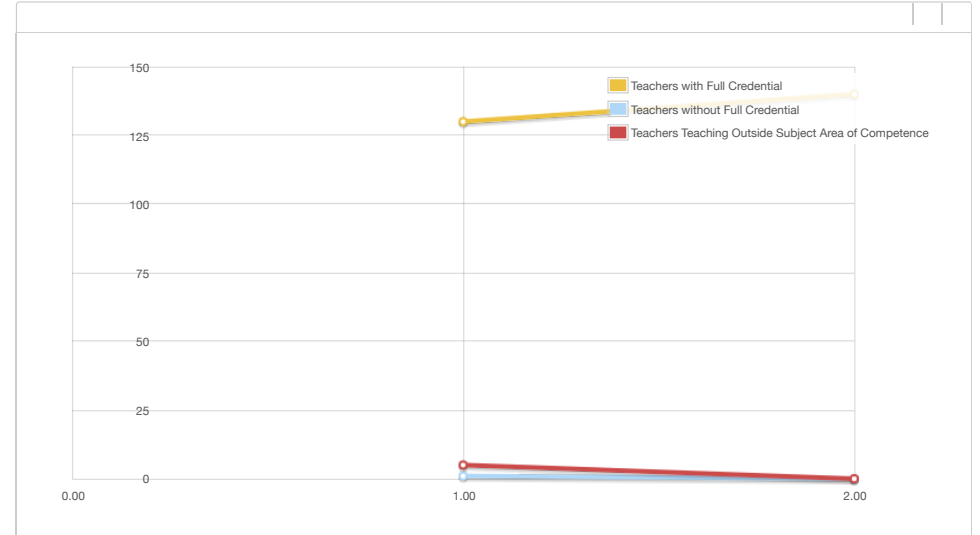
State Priority: Basic

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 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential		130	140	
Without Full Credential		1	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)		5	0	

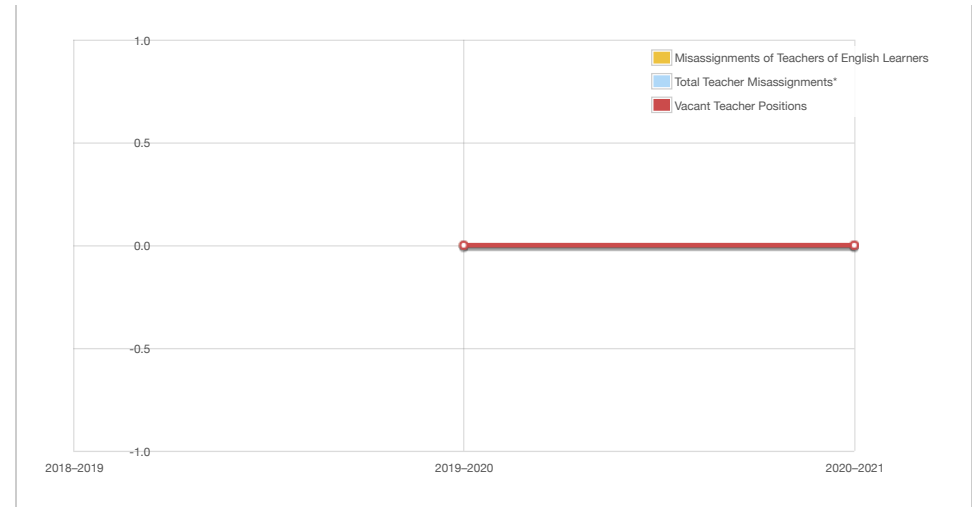


Last updated: 1/19/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners		0	0

Indicator	2018-2019	2019-2020	2020-2021
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	0



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

Last updated: 1/19/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Acellus	Yes	0.00 %
	McGraw Hill Textbooks		
	Edgenuity		
	Odysseyware		
	Lincoln Empowered		
	FuelEducation		
	StrongMind		
	K12		
RedBird			
Mathematics	Acellus	Yes	0.00 %
	McGraw Hill Textbooks		
	Edgenuity		
	FuelEducation		
	StrongMind		
	ALEKS		
	Odysseyware		
	K12		
Lincoln Empowered			
RedBird			

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Acellus McGraw Hill Textbooks Edgenuity FuelEducation StrongMind Odysseyware K12 Lincoln Empowered	Yes	0.00 %
History-Social Science	Acellus McGraw Hill Textbooks Edgenuity FuelEducation StrongMind Odysseyware K12 Lincoln Empowered	Yes	0.00 %
Foreign Language	McGraw Hill Textbooks Edgenuity FuelEducation StrongMind Odysseyware K12	Yes	0.00 %
Health	McGraw Hill Textbooks Edgenuity FuelEducation StrongMind Odysseyware K12	Yes	0.00 %
Visual and Performing Arts	McGraw Hill Textbooks Edgenuity FuelEducation StrongMind K12	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/14/2021

School Facility Conditions and Planned Improvements

Granite Mountain Charter School is a non-classroom-based charter school.

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	--	N/A	--	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	--	N/A	--	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/14/2021

CAASPP Test Results in Mathematics by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/14/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)		N/A		N/A		N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/14/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/14/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

Students at Granite Mountain Charter School can complete pathways through the options listed below:

- Through courses with eDynamic Learning.
- Through courses taken at local community colleges.
- Through the online adult education program, Brighton College.
- Through local in-person or online ROP, ROC, CEC, or CTE programs.

Pathways are offered in the following sectors: Agriculture and Natural Resources, Arts, Media, and Entertainment, Business and Finance, Education, Child Development and Family Services, Engineering and Architecture, Health Science and Medical Technology, Hospitality, Tourism, and Recreation, Information and Communication Technologies, Marketing, Sales, and Services, and Public Services.

Program sequences available to Granite Mountain students include Agriscience, Animal Science, Plant and Soil Science, Animation, Game Design, Visual and Commercial Art, Multimedia Production, Business Management, International Business, Child Development, Architecture Design, Engineering Design, Biotechnology, Patient Care, Public and Community Health, Food Science, Dietetics, and Nutrition, Food Service and Hospitality, Games and Simulations, Information Support and Services, Networking, Systems Programming, Web and Social Media Programming and Design, Entrepreneurship, Marketing, Professional Sales, Emergency Response, Legal Practices, and Public Safety.

Last updated: 1/14/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/14/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	98.79%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/14/2021

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 area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

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
-------------	--	--	---

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/14/2021

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 2020–2021)

Granite Mountain has created parent community groups per region. Parents meet to discuss school related goals, needs, and reflection. We also engage in stakeholder surveys through the year to elicit feedback. We provide parents a weekly newsletter that provides information regarding school programs and opportunities for involvement. We provide opportunities centered on learning coach instruction. We meet with our families regularly to support achievement and learning goals. We maintain constant, personal, parent communication via, email, text, and phone. We provide school wide communication through social media and mass email.

Last updated: 1/14/2021

State Priority: Pupil Engagement

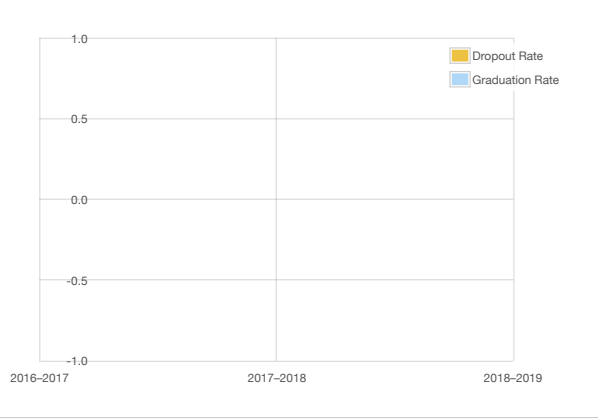
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	--	--	--	--	19.70%	23.40%	9.10%	9.60%	9.00%
Graduation Rate	--	--	--	21.50%	24.00%	35.60%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/14/2021

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

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	--	--	1.50%	1.10%	3.50%	3.50%
Expulsions	--	--	0.00%	0.00%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	--	--	--
Expulsions	--	--	--

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/14/2021

School Safety Plan (School Year 2020–2021)

Granite Mountain Charter has a Comprehensive Safety Plan which is reviewed, updated, and discussed every fall before school resumes. The safety plan includes emergency procedures and contact information, evacuation routes, incident command system procedures, and an injury and illness prevention plan.

Last updated: 1/14/2021

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) School Year (2017–2018)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	2.00	221		
1	2.00	149		
2	2.00	154		
3	2.00	154		
4	2.00	148		

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
5	2.00	153		
6	2.00	143		
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.

Last updated: 1/14/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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 and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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 and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	2.00	217		
Mathematics	2.00	224		
Science	2.00	176		
Social Science	2.00	191		

* 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.

Last updated: 1/14/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	1923.5

*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.

Last updated: 1/14/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.70
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.30
Social Worker	
Nurse	0.90
Speech/Language/Hearing Specialist	1.50
Resource Specialist (non-teaching)	
Other	34.30

*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.

Last updated: 1/14/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$68990.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/14/2021

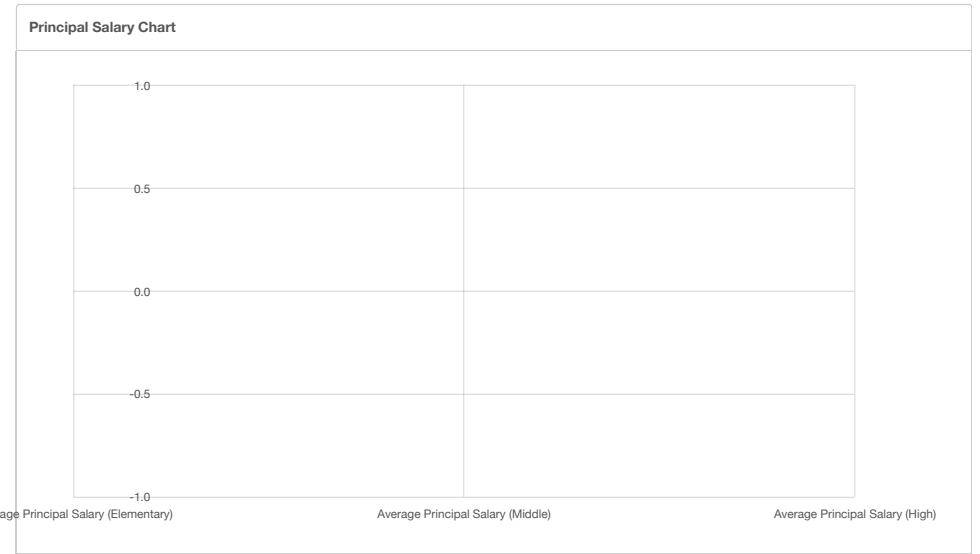
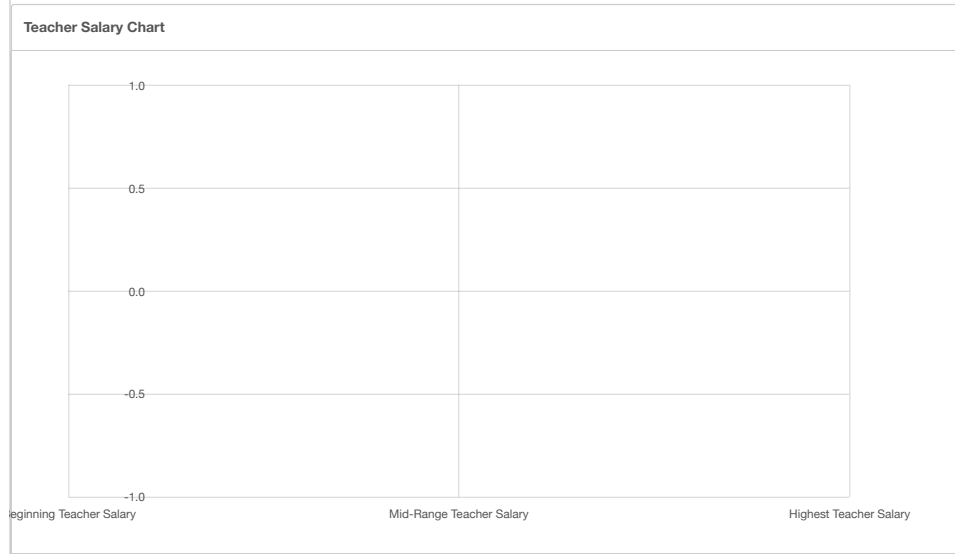
Types of Services Funded (Fiscal Year 2019–2020)

Granite mountain provided various student support programs. We offered math, reading, el, and writing intervention. We utilized a homeless coordinator, content specialists: core subjects, and High School Success Coordinator. We engaged in college fairs, community groups, tutoring, support opportunities through various vendors, Online subscription package, incentivized reading program, spelling bee, science fair, and vendor fair for our students. We provided teacher training support, Professional Learning Communities, Learning Period parent meetings, Professional Development opportunities, Crisis Intervention Team, SPED services, SST/504 support.

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts in Same Category
Beginning Teacher Salary	--	\$44,318
Mid-Range Teacher Salary	--	\$67,053
Highest Teacher Salary	--	\$90,163
Average Principal Salary (Elementary)	--	\$106,389
Average Principal Salary (Middle)	--	\$113,976
Average Principal Salary (High)	--	\$114,214
Superintendent Salary	--	\$141,066
Percent of Budget for Teacher Salaries	27.00%	29.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 2.90%

Subject	Number of AP Courses Offered*
Computer Science	1
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	2
Social Science	4
Total AP Courses Offered*	10

*Where there are student course enrollments of at least one student.

Last updated: 1/14/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement		14	33

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406