

Geyserville Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Geyserville Elementary School
Street	21485 Geyserville Ave.
City, State, Zip	Geyserville, CA 95441
Phone Number	(707) 857-3410
Principal	Nyla Quintana-Sturgis
Email Address	nquintana@gusd.com
Website	www.gusd.com
County-District-School (CDS) Code	49707066051734

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Geyserville Unified School District
Phone Number	(707) 857-3592
Superintendent	Deborah Bertolucci
Email Address	dbert@gusd.com
Website	www.gusd.com

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

Geyserville Elementary School is one of three schools, but the only Elementary School that makes up our District. We are in an unincorporated rural area and we are closely tied to the agricultural industry. The teaching staff consists of six classroom teachers and a part time resource teacher. We have four instructional aides who support our differentiated instructional program. Our multimedia specialist provides library services and technology support to students and faculty. We have a part-time counselor, a psychologist and a part-time nurse. The Geyserville Educational Foundation and Parent Club are an active body of parent volunteers who through fund raising activities and grant opportunities, fund music, art, science, Zumba and garden enrichment for all students. They also provide financial support to classrooms for special projects, programs, field trips, and technology upgrades district wide. Geyserville Elementary School is part of an active district bilingual advisory council, which gives input in regards to our English Language program and District EL Master Plan. Parents serve as volunteers in classrooms, special events, field trips, and provide general assistance as needed. In addition, Geyserville Elementary School has an after-school program operated by the Boy's and Girl's Club.

Mission statement:

Geyserville Elementary School provides a small learning environment where:

- Our students are thriving while engaged in multi-faceted learning.
- Our school community shares a commitment to educating the whole child.
- Our school family collaborates to create a positive environment.

Geyserville Elementary School is dedicated to : Inspiring a growth mindset as we STEAM into the future.

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

Grade Level	Number of Students
Kindergarten	21
Grade 1	12
Grade 2	17
Grade 3	12
Grade 4	17
Grade 5	17
Total Enrollment	96

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

Student Group	Percent of Total Enrollment
Asian	1
Hispanic or Latino	60.4
White	37.5
Two or More Races	1
Socioeconomically Disadvantaged	78.1
English Learners	29.2
Students with Disabilities	13.5
Homeless	3.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	8	8	8	20
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill- 2014 Sufficient	Yes	0.0
Mathematics	McGraw Hill- 2014 Sufficient	Yes	0.0
Science	Harcourt- Sufficient	Yes	0.0
History-Social Science	Harcourt/ Glencoe - Sufficient	Yes	0.0
Foreign Language	Hampton Brown - Sufficient	Yes	0.0
Health	Sufficient	Yes	0.0
Visual and Performing Arts	Sufficient	Yes	0.0

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

School Facility Conditions and Planned Improvements

The Geyserville Elementary School has 8 classrooms, a Library, Computer Lab, Cafeteria, Boys & Girls Club, Staff/Copy Room, Office, and 2 resource rooms. All facilities are in Good repair.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 12/30/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Portable Rm 4 has sloping on the interior wall from a previous roof leak. These will be replaced with the new Bond funds.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Dry rot found on the exterior of 2 portable rooms. These will be replaced with the new Bond funds.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	45	N/A	46	N/A	50	N/A
Mathematics (grades 3-8 and 11)	51	N/A	37	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.

**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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	17	N/A	9	N/A	30	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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	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-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

We love having parents and community members support our students in their learning and success. The district offers many opportunities for parent involvement. Parents are encouraged to participate in one or more of the following groups: School Site Council, Boosters Club, Geyserville Educational Foundation, and DELAC (District English Learner Advisory Committee). In addition, support from the Geyserville Kiwanis, Geyserville Chamber of Commerce and Geyserville Oddfellows impacts our students in extraordinary ways.

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.7	3.6	7.2	4.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

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 2019-20	District 2019-20	State 2019-20
Suspensions	0	1.5	NA
Expulsions	0	0	NA

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.

School Safety Plan (School Year 2020-2021)

School safety plans are reviewed and discussed annually. The comprehensive school plan includes an evacuation and drill manual, which is reviewed annually by all staff. Inspections by the local fire chief takes place twice a year to address code compliance and assure that the facilities are safe for students, staff and others. Emergency kits have been supplied for each classroom and office area. Evacuation and fire drills are held at a minimum of one per quarter. The Safety Plan was last updated and reviewed by the board in February 2020 (and will be reviewed and updated in February 2021) .

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	11	2			11	2			11	2		
1	13	1			17	1			12	1		
2	18	2			13	2			17	1		
3	18	1			18	1			12	1		
4	16	1			19	1			17	1		
5	19	1			19	1			17	1		

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

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

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

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,272	\$200	\$10,072	\$64,304
District	N/A	N/A	\$6,824	\$60,871
Percent Difference - School Site and District	N/A	N/A	38.4	5.5
State	N/A	N/A	\$7,750	\$68,990

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and State	N/A	N/A	26.1	-7.0

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

Types of Services Funded (Fiscal Year 2019-2020)

The Geyserville Elementary School believes in the benefits of early intervention and as a small school is able to focus on individual student needs.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,069	\$44,318
Mid-Range Teacher Salary	\$63,421	\$67,053
Highest Teacher Salary	\$77,922	\$90,163
Average Principal Salary (Elementary)	\$99,322	\$106,389
Average Principal Salary (Middle)		\$113,976
Average Principal Salary (High)		\$114,214
Superintendent Salary	\$124,000	\$141,066
Percent of Budget for Teacher Salaries	30.0	29.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	7	29

2020-21 GES Teachers have attended 3 English Language Learner trainings this year that focused on Integrated English Language Development through the county office of Education. Teachers utilized the strategies in these trainings through direct instruction in their classes and their curriculum.

6 days:

October 2020- IXL Training-3 hours 4 teachers from GES

October 2020- ELD Training- 2 hours 6 teachers from GES

Dec 2020- Integrated ELD- 6 hours 5 teachers from GES

Jan 2021- IXL Training- 2 hours 4 teachers from GES

Jan 2021- English Language Conference- 4 hours 4 teachers from GES

Jan 2021- Guided Reading training for Instructional Assistants- 1 hour 4 assistants from GES

In addition, GES provides 2-3 partial days per month dedicated to staff development and continuous improvement, for a total of 20 partial days. For 2020-2021 we included these days into the calculation based on the information from the state, while the previous years we did not include these days.

2019-20

September 2019 Student Discipline Training- For GES Admin 6 hours

(looked at high need students and referrals for behavior challenges specifically in Kinder)

October 2019 SPED Training- All District Staff 2 hours

(Info and strategies for students that struggle with ADHD, ADD, Autism, or other behavior challenges)

October 2019 ELL Compliance Training @ SCOE for Admin 6 hours

(New rules and regulations for ELPAC. Info was used for ELL Coordinator and testing)

October 2019 Discover Science Pilot training- 2 hours all GES teachers

(New potential science adoption, based on adhoc group last year)

October 2019- Mindfulness Fellowship training- 7 hours 2 teachers from GES

(selected due to number of referrals for counseling and anxiety)

January 2020 ELD Leadership training @ SCOE- 1 teacher and 1 admin attended from GES

(Challenge area on SBAC, will share out with all GES staff and use info for ELD adhoc group)

January 2020 Mindfulness Fellowship training continued- 2 teachers 7 hours

2018-19 Three Professional Development days were included in the calendar (2 at the beginning of the school year and 1 mid-year).

GES staff reviewed student achievement data to determine priority areas of need for school improvement. Staff came to consensus to focus on Mathematics and Social Emotional Learning as priorities.

Josh Deis, math educator from SCOE, trained staff 3 times, focusing on 21st century math instructional strategies. The principal facilitated ongoing follow-up, reviewing data and providing professional reading opportunities during weekly common planning meetings. Teachers participated in peer visits for teachers to observe each other, give and receive feedback from their colleagues.

Suzanne Tribbey, from SELPA, trained staff twice, focusing on instructional strategies for positive behavioral prevention and intervention. As a team, principal and staff created a system of tiered interventions for students. Teachers chose quality indicators of social emotional instruction to focus and improve on, and participated in peer visits to support implementation. A Tier 2 team was formed to further support implementation of strategies and ongoing student data monitoring.