

Executive Summary School Accountability Report Card, 2011–12

For Geyserville Elementary

Address:	21485 Geyserville Ave., Geyserville, CA, 95441-0108	Phone:	(707) 857-3410
Principal:	Tonya Giusso, Principal	Grade Span:	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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, a part time reading specialist, a speech and language teacher and a resource teacher. We have a multi-media specialist who provides technology instruction as well as library services, a psychologist and a part-time nurse.

The Geyserville Educational Foundation and POSSE are an active body of parent volunteers who through fund raising activities 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. Parents are involved with a school site council, serve as volunteers in classrooms, with special events, field trips, as tutors to students 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.

The Geyserville Elementary School's mission states that all our students will develop the essential life skills of personal integrity, responsibility for self and compassion for others. Students are given the essential academic ingredients needed to be life long learners. Geyserville Elementary School is an academic community that practices academic rigor, celebrates the dignity of all people and encourages children to do their personal best..

Student Enrollment

Group	Enrollment
Number of students	128
Black or African American	0.8%
American Indian or Alaska Native	0.0%
Asian	0.8%
Filipino	0.0%
Hispanic or Latino	64.8%
Native Hawaiian or Pacific Islander	0.8%
White	29.7%
Two or More Races	3.1%
Socioeconomically Disadvantaged	70.3%
English Learners	51.6%
Students with Disabilities	11.7%

Teachers

Indicator	Teachers
Teachers with full credential	8
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	57%
Mathematics	65%
Science	79%
History-Social Science	0%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	855
Statewide Rank (from 2011 Base API Report)	6
Met All 2012 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 5 of 5
2012–13 Program Improvement Status (PI Year)	

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

All school systems were reported as in good condition. Some dry rot was noted on the eaves of one building and the back of another. Contracts for repair have been issued.

Repairs Needed

Roof repairs being completed during the winter break.

Corrective Actions Taken or Planned

Completed

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	NA
Health	0
Visual and Performing Arts	NA
Science Laboratory Equipment (grades 9-12)	NA

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,606
District	\$5,606
State	\$5,455

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest

is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Geyserville Elementary	District Name	Geyserville Unified
Street	21485 Geyserville Ave.	Phone Number	(707) 857-3592
City, State, Zip	Geyserville, CA, 95441-0108	Web Site	www.gusd.com
Phone Number	(707) 857-3410	Superintendent	Joseph Carnation
Principal	Tonya Giusso, Principal	E-mail Address	jcarnation@gusd.com
E-mail Address	tgiusso@gusd.com	CDS Code	49707066051734

School Description and Mission Statement (School Year 2011–12)

The Geyserville Elementary School's mission states that all our students will develop the essential life skills of personal integrity, responsibility for self and compassion for others. Students are given the essential academic ingredients needed to be life long learners. Geyserville Elementary School is an academic community that practices academic rigor, celebrates the dignity of all people and encourages children to do their personal best.

Opportunities for Parental Involvement (School Year 2011–12)

Parents are encouraged to be actively involved at GES. Participation in the school parent club, school district foundation and school site council are excellent opportunities for involvement.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	25	Grade 8	0
Grade 1	28	Ungraded Elementary	0
Grade 2	16	Grade 9	0
Grade 3	18	Grade 10	0
Grade 4	27	Grade 11	0
Grade 5	14	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	128

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	0.8%
American Indian or Alaska Native	0.0%
Asian	0.8%
Filipino	0.0%
Hispanic or Latino	64.8%
Native Hawaiian or Pacific Islander	0.8%
White	29.7%
Two or More Races	3.1%
Socioeconomically Disadvantaged	70.3%
English Learners	51.6%
Students with Disabilities	11.7%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	12	1			22.0	1	0	0	25.0	0	1	0
1	24		1		24.0	0	1	0	28.0	0	1	0
2	21		1		21.0	2	0	0	16.0	2	0	0

3	16	1			22.0	2	0	0	18.0	1	0	0
4	17	1							27.0	0	2	0
5	19	1			31.0	0	1	0	14.0	1	0	0
6												
Other												

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

III. School Climate

School Safety Plan (School Year 2011–12)

Safety is an ongoing concern at this school. Cameras are installed as another safety precaution

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	4.5	7.5	14	4.5	7.5	14
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

All school systems were reported as in good condition. Some dry rot was noted on the eaves of a building and the back of one other. Contracts for repair have been issued

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			Eaves being repaired at winter break
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			Slide being replaced
Overall Rating	LEA Provided	X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009-10	School 2010-11	School 2011-12	District 2011-12
With Full Credential	5	6	8	8
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	NA	NA
Low-Poverty Schools in District	NA	NA

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	NA	NA
Counselor (Social/Behavioral or Career Development)	.1	
Library Media Teacher (librarian)	.1	
Library Media Services Staff (paraprofessional)	.1	
Psychologist	.1	
Social Worker	NA	
Nurse	.1	
Speech/Language/Hearing Specialist	.2	
Resource Specialist (non-teaching)	.5	
Other	.25	

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption		
Reading/Language Arts			
Mathematics	Sufficient	No	
Science	Sufficient	No	
History-Social Science	Sufficient	No	
Foreign Language	Sufficient	No	
Health	Sufficient	No	
Visual and Performing Arts	Sufficient	No	
Science Laboratory Equipment (grades 9-12)	Sufficient	No	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,606	LEA Provided	\$5,606	\$57,670
District			\$5,606	
Percent Difference – School Site and District			0	\$57,670
State			\$5,455	\$57,948

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

NA

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,472	\$38,099
Mid-Range Teacher Salary	\$55,716	\$55,582
Highest Teacher Salary	\$68,476	\$71,884
Average Principal Salary (Elementary)	\$40,011	\$88,790
Average Principal Salary (Middle)		\$93,519
Average Principal Salary (High)	\$81,715	\$95,671
Superintendent Salary	\$71,420	\$115,401

English-Language Arts	58%	55%	57%	56%	55%	59%	52%	54%	56%
Mathematics	56%	68%	65%	41%	48%	48%	48%	50%	51%
Science	63%	50%	79%	75%	59%	85%	54%	57%	60%
History-Social Science	0%	0%	0%	29%	27%	30%	44%	48%	49%

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	59%	48%	85%	30%
All Students at the School	57%	65%	79%	0%
Male	55%	61%	0%	0%
Female	59%	70%	0%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	39%	57%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	82%	75%	0%	0%
Two or More Races				
Socioeconomically Disadvantaged	45%	61%	0%	0%
English Learners	33%	48%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	21.40%	71.40%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

Note: Scores are not shown 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web* page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	7	6	6
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-12	-1	34
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	72	855	187	807	4,664,264	788
Black or African American	1		1		313,201	710
American Indian or Alaska Native	0		0		31,606	742
Asian	1		2		404,670	905
Filipino	0		0		124,824	869
Hispanic or Latino	42	795	110	740	2,425,230	740
Native Hawaiian or Pacific Islander	1		2		26,563	775

White	27	929	72	891	1,221,860	853
Two or More Races	0		0		88,428	849
Socioeconomically Disadvantaged	47	820	124	770	2,779,680	737
English Learners	31	774	85	717	1,530,297	716
Students with Disabilities	10		36	731	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI

First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0%

Note: Cells shaded in black do not require data.

XII. Instructional Planning and Scheduling

Professional Development

The faculty at Geyserville Elementary School has been involved in a comprehensive staff development plan over the past few years so that the state standards be delivered through state of the art instructional practices.

The faculty has participated in professional development specific to reading, language arts, writing, and math .

Geyserville Elementary

Geyserville Unified

School Accountability Report Card, 2011-2012

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org