Geyserville Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Geyserville Elementary School
Street	21485 Geyserville Ave.
City, State, Zip	Geyserville, CA 95441
Phone Number	(707) 857-3410
Principal	Denise McCullough
E-mail Address	dmccullough@gusd.com
Web Site	www.gusd.com
CDS Code	49707066051734

District Contact Information	
District Name	Geyserville Unified School District
Phone Number	(707) 857-3592
Superintendent	Deborah Bertolucci
E-mail Address	dbert@gusd.com
Web Site	www.gusd.com

School Description and Mission Statement (School Year 2016-17)

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 resource teacher, and a part time English Language/Reading Intervention 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 specialist who provides enrichment classes in PE, Maker and Gardening. 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 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, 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 by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	21
Grade 1	21
Grade 2	19
Grade 3	23
Grade 4	17
Grade 5	21
Total Enrollment	122

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	68
Native Hawaiian or Pacific Islander	0
White	29.5
Two or More Races	2.5
Socioeconomically Disadvantaged	66.4
English Learners	47.5
Students with Disabilities	15.6
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	**2015-16**	**2016-17**	**2016-17**
With Full Credential	7	7	8	23
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	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	80.4	19.6
High-Poverty Schools in District	80.4	19.6
Low-Poverty Schools in District	0.0	0.0

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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill- 2014 Sufficient	No	0.0
Mathematics	McGraw Hill- 2014 Sufficient	No	0.0
Science	Harcourt- Sufficient	No	0.0
History-Social Science	Harcourt/ Glencoe - Sufficient	No	0.0
Foreign Language	Hampton Brown - Sufficient	No	0.0
Health	Sufficient	No	0.0
Visual and Performing Arts	Sufficient	No	0.0
Science Laboratory Equipment (grades 9-12)	NA	No	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/30/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/30/17				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Interior: Interior Surfaces			X	The portables are over 30 yrs old and need replaced/repaired. Water damage is present on some ceiling tiles in room 4. Damage to floor tiles and light fixtures missing in Cafeteria. Carpet needs replaced in Rooms 14-16 as well as the Library and Computer Lab. Planning to replace the Cafeteria building summer 2017. In the future, when funding is available the district will replace the old portables with modular buildings.
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		Leaking roof in Room 4. Small corner of dry rot on Boys & Girls Club building. In the future, when funding is available the district will replace the old portables with modular buildings.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door to the Cafeteria sticks. Replacing with a new modular summer 2017.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/30/17				
Overall Rating	**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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	53	53	40	37	44	48
Mathematics	35	47	22	27	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	23	23	100.0	69.6
	4	18	18	100.0	55.6
	5	23	23	100.0	34.8
Male	3	11	11	100.0	72.7
	4	--	--	--	--
	5	11	11	100.0	27.3
Female	3	12	12	100.0	66.7
	4	--	--	--	--
	5	12	12	100.0	41.7
Hispanic or Latino	3	16	16	100.0	68.8
	4	11	11	100.0	45.5
	5	18	18	100.0	22.2
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	5	--	--	--	--
Socioeconomically Disadvantaged	3	16	16	100.0	56.3
	4	12	12	100.0	58.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	20	20	100.0	25.0
English Learners	3	11	11	100.0	72.7
	4	--	--	--	--
	5	12	12	100.0	25.0
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students 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: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	23	23	100.0	73.9
	4	18	18	100.0	66.7
	5	23	23	100.0	4.3
Male	3	11	11	100.0	81.8
	4	--	--	--	--
	5	11	11	100.0	
Female	3	12	12	100.0	66.7
	4	--	--	--	--
	5	12	12	100.0	8.3
Hispanic or Latino	3	16	16	100.0	75.0
	4	11	11	100.0	63.6
	5	18	18	100.0	5.6
White	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
Two or More Races	5	--	--	--	--
Socioeconomically Disadvantaged	3	16	16	100.0	68.8
	4	12	12	100.0	66.7
	5	20	20	100.0	5.0
English Learners	3	11	11	100.0	63.6
	4	--	--	--	--
	5	12	12	100.0	8.3
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students 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: 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	57	71	48	70	71	48	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	23	23	100.0	47.8
Male	11	11	100.0	54.6
Female	12	12	100.0	41.7
Hispanic or Latino	18	18	100.0	44.4
Socioeconomically Disadvantaged	20	20	100.0	40.0
English Learners	12	12	100.0	50.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	23.8	28.6	14.3

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.

C. Engagement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to be actively involved at GES. Participation in the school parent club (site council), school district educational foundation and DELAC (District English Language Advisory Committee) are excellent opportunities for involvement.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.7	0.0	3.8	6.8	4.2	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

School safety plans are reviewed and discussed annually.

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.

Federal Intervention Program (School Year 2016-17)

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	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	11	2			11	1			18	1		
1	23		1		19	1			21		1	
2	19	1			24		1		20	1		
3	25		1		18	1			24		1	
4	14	1			23		1		17	1		
5	21		1		12	1			22		1	
Other	8	1										

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	0.5	N/A
Other	0.3	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7290	1735	5555	$61,419
District	N/A	N/A	7110	$60,326
Percent Difference: School Site and District	N/A	N/A	-21.9	1.8
State	N/A	N/A	$5,677	$60,705
Percent Difference: School Site and State	N/A	N/A	-2.1	1.2

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,729	$40,430
Mid-Range Teacher Salary	$58,823	$58,909
Highest Teacher Salary	$72,273	$77,358
Average Principal Salary (Elementary)	$77,912	$94,634
Average Principal Salary (Middle)		$97,839
Average Principal Salary (High)	$79,713	$100,453
Superintendent Salary	$90,094	$123,728
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Geyserville Elementary had four after school training days focused on the Common Core Standards in 2015-16. 2016-17 Three additional Professional Development days were added to the calendar at the beginning of the school year to focus on aligning the report cards to the Common Core standards and implementing the new ELD curriculum.