

Geyserville New Tech Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

| | |
|--|------------------------------|
| School Name | Geyserville New Tech Academy |
| Street | 1300 Moody Ln. |
| City, State, Zip | Geyserville, Ca, 95441 |
| Phone Number | 707-857-3592 |
| Principal | Jessica Glentzer |
| Email Address | jglentzer@gusd.com |
| School Website | www.gusd.com |
| County-District-School (CDS) Code | 49707066103428 |

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Geyserville is approximately twenty miles north of Santa Rosa, CA in northern Sonoma County. It is an old farming community set in the valley and surrounded by vineyards. Its diverse population includes founding families, vineyard owners, land managers, laborers, seasonal workers, and people employed in a wide variety of occupations in Sonoma and the surrounding counties.

Mission Statement:

Geyserville New Tech Academy's goal is to guide its students through a meaningful and challenging standards-based curriculum. As a result, each graduate will become a lifelong learner, capable of developing and planning a course of action; and have the perseverance and competency to succeed. We foster this vision by ensuring each learning experience embodies at least one of the following:

***Knowledge and Thinking**

Students reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

***Agency**

Develop Growth Mindset: Students understand that they can grow their intelligence and skills through effort, practice, and challenge.

Take Ownership Over One's Learning: Students learn how to learn and monitor progress to be successful on tasks, school, and life.

***Written communication**

Written Communication: Students effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.

***Oral communication**

Oral Communication: Students communicate knowledge and thinking through effective oral presentations (Clarity, Evidence, Organization, Language Use, Use of Digital Media/Visual displays, presentation skills).

2023-24 School Description and Mission Statement

*Collaboration

Students are productive member of diverse teams through strong interpersonal communication and a commitment to shared success, leadership, and initiative.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 10 |
| Grade 7 | 16 |
| Grade 8 | 15 |
| Grade 9 | 21 |
| Grade 10 | 15 |
| Grade 11 | 15 |
| Grade 12 | 14 |
| Total Enrollment | 106 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 45.3% |
| Male | 54.7% |
| Hispanic or Latino | 67% |
| Two or More Races | 3.8% |
| White | 29.2% |
| English Learners | 15.1% |
| Homeless | 0.9% |
| Migrant | 19.8% |
| Socioeconomically Disadvantaged | 55.7% |
| Students with Disabilities | 18.9% |

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.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 8.60 | 81.90 | 15.10 | 84.99 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.20 | 1.90 | 0.20 | 1.12 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.10 | 1.14 | 0.50 | 2.80 | 12115.80 | 4.41 |
| Unknown | 1.50 | 14.98 | 1.90 | 11.09 | 18854.30 | 6.86 |
| Total Teaching Positions | 10.50 | 100.00 | 17.80 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 8.40 | 85.31 | 14.90 | 86.72 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.80 | 8.65 | 1.20 | 7.48 | 11953.10 | 4.28 |
| Unknown | 0.60 | 6.04 | 1.00 | 5.80 | 15831.90 | 5.67 |
| Total Teaching Positions | 9.90 | 100.00 | 17.20 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.20 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.20 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.10 | 0.80 |
| Total Out-of-Field Teachers | 0.10 | 0.80 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | 09/2023 | |
|---|--|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | McDougal Littell | Yes | 0 |
| Mathematics | 6th: McGraw Hill California Math 7th - 8th: Open Up Math | Yes | 0 |

| | | | |
|-----------------------------------|--|-----|---|
| | 9th-11th: Integrated 1-3 Math-Open Up High School Mathematics 12th: UC Scouts-Trig/Pre-Calculus or AP-Calculus | | |
| Science | 6-8: Holt, 9: Integrated Science - Pearson 10: Modern Biology - Holt 11-12: Conceptual Physics - Prentice Hall Merrill Chemistry - Glencoe | Yes | 0 |
| History-Social Science | 6 Glencoe-Discovering Our Past 7-12 Glencoe | Yes | 0 |
| Foreign Language | Buen Viaje, Vista Higher Learning, National Textbook, Co. | Yes | 0 |
| Health | Glencoe Teen Health Course 1,2,3 | Yes | 0 |
| Visual and Performing Arts | NA | | 0 |

School Facility Conditions and Planned Improvements

Geyserville New Tech Academy has 8 classrooms, a Gymnasium, Cafeteria, Library, Computer Lap, Science Lab, Shop Building, Art Room, Weight Room and Culinary Arts building. This facility also includes Buena Vista High School, District Office and Maintenance Building. All facilities are in good condition.

Year and month of the most recent FIT report

12/20/23

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | | X | | Portables are old and deteriorating. Dry rot and roof leaks observed. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 25 | 34 | 27 | 39 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 10 | 21 | 20 | 25 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 59 | 54 | 91.53 | 8.47 | 33.96 |
| Female | 29 | 26 | 89.66 | 10.34 | 32.00 |
| Male | 30 | 28 | 93.33 | 6.67 | 35.71 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 37 | 35 | 94.59 | 5.41 | 26.47 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 21 | 18 | 85.71 | 14.29 | 50.00 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 30 | 26 | 86.67 | 13.33 | 24.00 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 59 | 53 | 89.83 | 10.17 | 20.75 |
| Female | 29 | 25 | 86.21 | 13.79 | 12.00 |
| Male | 30 | 28 | 93.33 | 6.67 | 28.57 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 37 | 34 | 91.89 | 8.11 | 17.65 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 21 | 18 | 85.71 | 14.29 | 27.78 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 30 | 25 | 83.33 | 16.67 | 24.00 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 15.25 | 6.06 | 19.48 | 6.12 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 33 | 33 | 100.00 | 0.00 | 6.06 |
| Female | 17 | 17 | 100.00 | 0.00 | 5.88 |
| Male | 16 | 16 | 100.00 | 0.00 | 6.25 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 24 | 24 | 100.00 | 0.00 | 4.17 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 20 | 20 | 100.00 | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

2022-23 Career Technical Education Programs

GNTA is committed to training tomorrow's workforce and providing hands-on learning environments for students with interest in post-high school careers. We offer an AG/Tech CTE course that is A-G. We also offer Robotics, A-G. Integrated Science 1 and 2 also incorporate CTE prep.

These programs and classes are integrated with academic courses and support academic achievement. For example, Construction/Agriculture includes plant and soil science, as well as units on forestry, sustainable practices along with the technical skills welding, carpentry, landscaping, greenhouse work. Garden composts waste from school cafeteria. Culinary cooks with fruits and vegetables grown in garden. The Culinary class learns kitchen knife skills. Students complete a CA Food Handler certification course embedded in the Culinary course. Students who take a leadership role in our program have the opportunity to join Construction Corp, a conduit from construction classes in the County to real construction jobs. Students in all shop classes take on challenging group and individual projects which demonstrate their understanding of the concepts related to building engineering, design and safe tool handling. Our unique situation at GNTA makes it possible for students to take shop classes for several years and amass a serious body of work and gain a working knowledge of tools and technical skills used in the building trades and design professions. Students can build projects for the Cloverdale Citrus Fair, sell or display work on campus. To assess the student's knowledge of safety procedures, everyone enrolled in shop must take hands-on and written tests to get safety clearances for tools and equipment. Culinary students have had support from our local community with jobs in food industry. . Students are able to see how academic content is applicable in the real world and can be used to further their career development.

The school addresses the needs of all students in career preparation and/or preparation for work by providing small class sizes that provides the opportunity to differentiate curriculum for ELLs as well as students with disabilities. Students constantly uses knowledge gained to create. This provides a unique learning opportunity that is appreciated by all students.

The measurable outcomes for CTE courses relate to the LCAP goal #3: Increase student engagement. The measurable outcomes related to this LCAP goal include: >93% Attendance rate, 100% Course Access, 90% graduation rate.

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 24 |
| 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 | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 100 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 46.15 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 93 | 93 | 93 | 93 | 93 |
| Grade 7 | 87.5 | 87.5 | 87.5 | 87.5 | 87.5 |
| Grade 9 | 78 | 78 | 78 | 78 | 78 |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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 encourage to participate in one or more of the following: surveys, 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.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 0 | 0 | 7.7 | 0 | 10.5 | 5 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 100 | 100 | 92.3 | 100 | 89.5 | 95 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 13 | 12 | 92.3 |
| Female | -- | -- | -- |
| Male | -- | -- | -- |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 0 | 0 | 0.00 |
| Black or African American | 0 | 0 | 0.00 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 12 | 11 | 91.7 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | -- | -- | -- |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 115 | 111 | 49 | 44.1 |
| Female | 54 | 52 | 26 | 50.0 |
| Male | 61 | 59 | 23 | 39.0 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 0 | 0 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 76 | 75 | 34 | 45.3 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 4 | 4 | 2 | 50.0 |
| White | 35 | 32 | 13 | 40.6 |
| English Learners | 19 | 19 | 9 | 47.4 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 1 | 1 | 1 | 100.0 |
| Socioeconomically Disadvantaged | 69 | 66 | 31 | 47.0 |
| Students Receiving Migrant Education Services | 22 | 22 | 7 | 31.8 |
| Students with Disabilities | 22 | 21 | 5 | 23.8 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 6.35 | 6.96 | 0.00 | 3.98 | 4.98 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 6.96 | 0 |
| Female | 9.26 | 0 |
| Male | 4.92 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 6.58 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 8.57 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 4.35 | 0 |
| Students Receiving Migrant Education Services | 9.09 | 0 |
| Students with Disabilities | 4.55 | 0 |

2023-24 School Safety Plan

Geyserville New Tech Academy provides for all students an exceptionally positive and safe learning environment. Students take part in keeping the grounds litter free and participate in school clean-up days. 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 2023 (and will be reviewed and updated in February 2024) .

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 6 | 15 | 5 | | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 6 | 10 | 6 | | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 0 | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 |
| 6 | 7 | 3 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 6 | 9 | | |
| Mathematics | 8 | 5 | | |
| Science | 12 | 4 | | |
| Social Science | 15 | 4 | | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 11 | 5 | | |
| Mathematics | 9 | 7 | | |
| Science | 14 | 3 | | |
| Social Science | 12 | 5 | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 8 | 8 | 0 | 0 |
| Mathematics | 5 | 9 | 0 | 0 |
| Science | 19 | 2 | 0 | 0 |
| Social Science | 9 | 5 | 0 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| 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 | 0.05 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 0.625 |
| Other | |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 16215 | 265 | 15949 | 75159 |
| District | N/A | N/A | 5971 | 75446 |
| Percent Difference - School Site and District | N/A | N/A | 91.0 | -0.4 |
| State | N/A | N/A | \$7,607 | \$77,993 |
| Percent Difference - School Site and State | N/A | N/A | 70.8 | -3.7 |

Fiscal Year 2022-23 Types of Services Funded

Geyserville New Tech Academy uses project-based learning (PBL) approach. A strong focus on self-directed learning and learner outcomes promotes trust, respect and responsibility. Working on projects as teams makes students accountable to each other and reflects what they will experience in the work environment. Education and learning should be about empowering students to reach their goals and dreams. Students must have the opportunity to apply the knowledge and skills in familiar and unfamiliar ways to continue their learning and build their confidence. PBL embodies a culture of support and empowerment. By engaging, equipping and empowering students, they acquire the knowledge, skills and attributes to be successful in college, careers and life. The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals. Geyserville New Tech Academy also offers a study skills early intervention program for Middle school students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$52,806 | \$47,616 |
| Mid-Range Teacher Salary | \$72,694 | \$75,580 |
| Highest Teacher Salary | \$94,565 | \$100,485 |
| Average Principal Salary (Elementary) | \$109,662 | \$114,067 |
| Average Principal Salary (Middle) | \$0 | \$123,622 |
| Average Principal Salary (High) | \$0 | \$125,386 |
| Superintendent Salary | \$151,111 | \$157,977 |
| Percent of Budget for Teacher Salaries | 32.22% | 27.82% |
| Percent of Budget for Administrative Salaries | 6.56% | 5.78% |

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|--|------|
| Percent of Students in AP Courses | 13.9 |
|--|------|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 0 |
| English | 1 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 1 |

Professional Development

2020-2021

The district has provided a wide range of professional development opportunities for teachers including 3 full days. In addition, GNTA provides 2-3 partial days per month dedicated to staff development and continuous improvement. In total there were 20 partial days. For 2020-2021 We includes these days into the calculation based on the information from the state, while the previous years we did not include these days.

Professional Development

2021-2022

The district has provided a wide range of professional development opportunities for teachers including 4 full days. In addition, GNTA provides 2-3 partial days per month dedicated to staff development and continuous improvement. In total there were 18 partial days.

2022-2023

Certificated employees attended the professional development (Presented by SCOE Educational Services and the Behavioral Health Department) on Monday which included student centered training in the morning and QPR (Question-Persuade-Refer) training in the afternoon. Just like CPR, QPR is an emergency response to someone in crisis and can save lives. Staff learned the warning signs of mental distress and a potential suicide crisis. They learned to recognize someone at risk for suicide, how to intervene, and how to connect that person to appropriate resources. Sonoma County Office of Education's Behavioral Health Department will be providing suicide prevention training for students as well. Grades 11 - 12 will have training on September 27, 2022. Grades 9 - 10 will have training on October 6. A parent letter was mailed on Friday September 28 with information on the training as well as additional mental health resources.

Instructional Aides were invited to attend a training on handling difficult student behaviors. The training lasted two hours and included information on how to redirect students with challenging behaviors as well as what adults might be doing to trigger our more challenging students. The District will encourage Instructional Aides to attend additional training scheduled for future dates.

From 10am-2pm on January 3, 2023 on the New Tech Campus all district staff will meet to participate in a professional development opportunity on Universal Design for Learning with SCOE's Educational Support Services and Behavioral Health staff.

Together we review the foundations of Universal Design for Learning (UDL) and learn related strategies that not only increase student learning and academic achievement, but also increase engagement and improve school climate. There will be time for whole group learning and breakout sessions that focus on specific strategies of UDL that can be used immediately in the classroom.

Staff also have early release days on Wednesday to have site specific staff development.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 22 | 27 | 27 |