

Geyserville Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

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

School Contact Information (School Year 2019-20)

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

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

School Description and Mission Statement (School Year 2019-20)

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

Mission statement:

Geyserville Elementary School provides a small learning environment where:

*Our students are thriving while engaged in multi-faceted learning.

*Our school community shares a commitment to educating the whole child.

Our school family collaborates to create a positive environment.

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	21
Grade 1	17
Grade 2	13
Grade 3	18
Grade 4	19
Grade 5	19
Total Enrollment	107

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	0.9
Hispanic or Latino	58.9
White	40.2
Socioeconomically Disadvantaged	62.6
English Learners	29
Students with Disabilities	11.2
Homeless	0.9

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	8	8	8	20
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill- 2014 Sufficient	Yes	0.0
Mathematics	McGraw Hill- 2014 Sufficient	Yes	0.0
Science	Harcourt- Sufficient	Yes	0.0

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

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. All facilities are in Good repair.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 12/31/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Rm 4 has sloping on the interior wall from a previous roof leak. Roof is no longer leaking.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Water fountain on playground froze over winter and needs repair.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Dry rot found on the exterior of 2 rooms.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	55	45	47	46	50	50
Mathematics (grades 3-8 and 11)	49	51	33	37	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	55	100.00	0.00	45.45
Male	27	27	100.00	0.00	33.33
Female	28	28	100.00	0.00	57.14
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	33	33	100.00	0.00	33.33
Native Hawaiian or Pacific Islander					
White	21	21	100.00	0.00	66.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	34	34	100.00	0.00	29.41
English Learners	27	27	100.00	0.00	29.63
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	55	100.00	0.00	50.91
Male	27	27	100.00	0.00	55.56
Female	28	28	100.00	0.00	46.43
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	33	33	100.00	0.00	39.39
Native Hawaiian or Pacific Islander					
White	21	21	100.00	0.00	66.67
Two or More Races					
Socioeconomically Disadvantaged	34	34	100.00	0.00	38.24
English Learners	27	27	100.00	0.00	37.04
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	38.9	11.1	5.6

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 groups: School Site Council, Boosters Club, Geyserville Educational Foundation, and DELAC (District English Learner Advisory Committee). In addition, support from the Geyserville Kiwanis, Geyserville Chamber of Commerce and Geyserville Oddfellows impacts our students in extraordinary ways.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	2.7	3.6	1.1	7.2	4.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	11	2			11	2			11	2		
1	18	1			13	1			17	1		
2	19	2			18	2			13	2		
3	19	1			18	1			18	1		
4	22		1		16	1			19	1		
5	21		1		19	1			19	1		
Other**												

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

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,542	\$1,708	\$8,834	\$63,207
District	N/A	N/A	\$4,510	\$52,831
Percent Difference - School Site and District	N/A	N/A	64.8	17.9
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	16.2	-2.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,069	\$43,574
Mid-Range Teacher Salary	\$63,421	\$63,243
Highest Teacher Salary	\$77,922	\$86,896
Average Principal Salary (Elementary)	\$96,899	\$103,506
Average Principal Salary (Middle)	\$0	\$108,961
Average Principal Salary (High)	\$0	\$108,954
Superintendent Salary	\$122,000	\$136,125
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	7

2017-18 Three Professional Development days were included in the calendar (2 at the beginning of the school year and 1 mid-year) to focus on Common Core standards and implementing the new ELD curriculum.

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

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

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

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

2019-20

September 2019 Student Discipline Training- For GES Admin 6 hours

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

October 2019 SPED Training- All District Staff 2 hours

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

October 2019 ELL Compliance Training @ SCOE for Admin 6 hours

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

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

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

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

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

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

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

January 2020 Mindfulness Fellowship training continued- 2 teachers 7 hours