

Executive Summary School Accountability Report Card, 2010–11

For Geyserville Elementary

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

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Geyserville Elementary School is one of three schools, but the only Elementary School that makes up our District. We are in an unincorporated rural area and we are closely tied to the agricultural industry.

The teaching staff consists of six classroom teachers, a part time reading specialist, a speech and language teacher and a resource teacher. We have a multi-media specialist who provides technology instruction as well as library services, a psychologist and a part-time nurse.

The Geyserville Educational Foundation is an active body of parent volunteers who through fund raising activities provide financial support to classrooms for special projects, programs, field trips, and technology upgrades district wide.

Geyserville elementary school is part of an active district bilingual advisory council. Parents are involved with a school site council, serve as volunteers in classrooms, with special events, field trips, as tutors to students and provide general assistance as needed. In addition, Geyserville elementary school has an after-school program operated by the Boy's and Girl's Club.

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

Student Enrollment

Group	Enrollment
Number of students	120
Black or African American	0.8%
American Indian or Alaska Native	0.0%
Asian	0.8%
Filipino	0.0%
Hispanic or Latino	62.5%
Native Hawaiian or Pacific Islander	0.8%
White	32.5%
Two or More Races	2.5%
Socioeconomically Disadvantaged	55.0%
English Learners	43.3%
Students with Disabilities	9.2%

Teachers

Indicator	Teachers
Teachers with full credential	6
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	55%
Mathematics	68%

Science	50%
History-Social Science	0%

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

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	821
Statewide Rank (from 2010 Base API Report)	6
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 4 of 5
2011–12 Program Improvement Status (PI Year)	

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

School Facilities

Summary of Most Recent Site Inspection

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

Repairs Needed

Dry rot on eaves and back of one building.

Corrective Actions Taken or Planned

Repair contracts issued.

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	4,528
District	6,209
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	NA

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA
Graduates Who Completed All Courses Required for University of California or California State University Admission	NA

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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

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

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Geyserville Elementary	District Name	Geyserville Unified
Street	21485 Geyserville Ave.	Phone Number	(707) 857-3592

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

School Description and Mission Statement (School Year 2010–11)

Geyserville Elementary School is one of three schools, but the only Elementary School that makes up our District. We are in an unincorporated rural area and we are closely tied to the agricultural industry.

The teaching staff consists of six classroom teachers, a part time reading specialist, a speech and language teacher and a resource teacher. We have a multi-media specialist who provides technology instruction as well as library services, a psychologist and a part-time nurse.

The Geyserville Educational Foundation is an active body of parent volunteers who through fund raising activities provide financial support to classrooms for special projects, programs, field trips, and technology upgrades district wide.

Geyserville elementary school is part of an active district bilingual advisory council. Parents are involved with a school site council, serve as volunteers in classrooms, with special events, field trips, as tutors to students and provide general assistance as needed. In addition, Geyserville elementary school has an after-school program operated by the Boy's and Girl's Club.

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

Opportunities for Parental Involvement (School Year 2010–11)

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

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	32	Grade 8	0
Grade 1	14	Ungraded Elementary	0

K	11.3	2	0	0	12	1	0	0	22.0	1	0	0
1	22	0	1	0	24	0	1	0	24.0	0	1	0
2	14	1	0	0	21	0	1	0	21.0	2	0	0
3	18	1	0	0	16	1	0	0	22.0	2	0	0
4	15	1	0	0	17	1	0	0				
5	19	1	0	0	19	1	0	0	31.0	0	1	0
6												
Other												

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

III. School Climate

School Safety Plan (School Year 2010–11)

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

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	9.9%	4.50%	7.50%	0.00%	6.77%	9.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

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

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			Some Dry Rot Contracts issued
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	10	5	6	6
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	NA	NA	NA
Total Teacher Misassignments*	NA	NA	NA

Vacant Teacher Positions	NA	NA	NA
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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 2010–11)

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	NA	0
Low-Poverty Schools in District	NA	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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	NA	NA
Counselor (Social/Behavioral or Career Development)	.1	
Library Media Teacher (librarian)	.1	
Library Media Services Staff	NA	

(paraprofessional)		
Psychologist	.1	
Social Worker	NA	
Nurse	.1	
Speech/Language/Hearing Specialist	.2	
Resource Specialist (non-teaching)	.5	
Other	.25	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

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

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Sufficient	No	0
Mathematics	Sufficient	No	0
Science	Sufficient	No	0
History-Social Science	Sufficient	No	0
Health	Sufficient	No	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures	Expenditures Per Pupil (Supplemental /	Expenditures Per Pupil (Basic /	Average Teacher
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	Per Pupil	Restricted)	Unrestricted)	Salary
School Site	\$9,410	\$2,623	\$6,787	\$65,406
District			\$8,377	\$60,586
Percent Difference – School Site and District			23.4%	8%
State			\$5,455	\$57,163
Percent Difference – School Site and State			24.4%	14.4%

Note: Cells shaded in black do not require data.

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

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

Types of Services Funded (Fiscal Year 2010–11)

Narrative provided by the LEA.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,472	\$37,978
Mid-Range Teacher Salary	\$55,716	\$55,252
Highest Teacher Salary	\$68,456	\$71,674
Average Principal Salary (Elementary)	\$31,020	\$87,651
Average Principal Salary (Middle)	\$81,715	\$92,196

Average Principal Salary (High)	\$81,715	\$93,352
Superintendent Salary	\$71,420	\$116,851
Percent of Budget for Teacher Salaries	39.00%	34.00%
Percent of Budget for Administrative Salaries	6.45%	7.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding
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	the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	63%	58%	55%	56%	56%	55%	50%	52%	54%
Mathematics	70%	56%	68%	44%	41%	48%	46%	48%	50%
Science	35%	62%	50%	64%	75%	59%	50%	53%	56%
History-Social Science	0%	0%	0%	29%	29%	27%	41%	44%	48%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	55%	48%	59%	27%
All Students at the School	55%	68%	50%	0%
Male	54%	71%	0%	0%
Female	55%	66%	0%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	40%	57%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	72%	83%	0%	0%
Two or More Races				

Socioeconomically Disadvantaged	39%	59%	0%	0%
English Learners	38%	50%	0%	0%
Students with Disabilities	64%	64%	0%	0%
Students Receiving Migrant Education Services				

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

California Physical Fitness Test Results (School Year 2010–11)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.70%	15.50%	0.00%

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the

lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	4	7	6
Similar Schools	N/A		

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	85	-12	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	71	821	183	777	4,683,676	778
Black or African American	1		1		317,856	696
American Indian or Alaska Native	0		0		33,774	733
Asian	0		1		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	41	775	103	729	2,406,749	729
Native Hawaiian or Pacific Islander	1		2		26,953	764
White	28	877	76	837	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	46	785	113	735	2,731,843	726
English Learners	32	769	82	701	1,521,844	707
Students with Disabilities	12	804	40	699	521,815	595

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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

Federal Intervention Program (School Year 2011–12)

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

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

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The faculty at Geyserville Elementary School has been involved in a comprehensive staff development plan over the past few years so that the state standards be delivered through state of the art instructional practices. The faculty has participated in professional development specific to reading, language arts, writing, and math.