

Geyserville New Tech Academy

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

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

Internet Access

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

About This School

Contact Information (Most Recent Year)

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	Deborah Bertolucci
E-mail Address	dbert@gusd.com
Web Site	www.gusd.com
Grades Served	6-12
CDS Code	49707066103428

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

School Description and Mission Statement (Most Recent Year)

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.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	19
Grade 7	16
Grade 8	15
Grade 9	20
Grade 10	19
Grade 11	23
Grade 12	20
Total Enrollment	132

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.8
Asian	1.5
Hispanic or Latino	60.6
Native Hawaiian or Pacific Islander	1.5
White	34.1
Two or More Races	1.5
Socioeconomically Disadvantaged	68.2
English Learners	25.8
Students with Disabilities	15.9
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	10	10	9	14
Without Full Credential	0	1	4	6
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.9	7.1
All Schools in District	94.0	6.0
High-Poverty Schools in District	93.9	6.1
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littel	No	0
Mathematics	6-7 Prentice Hall, 8th-Core Connections 3 CPM, Algebra I&II Holt, Discovering Geometry Key Curriculum Press, Pre-Calculus Houghton Mifflin	No	0
Science	6-8 Holt, Integrated Science Pearson, Modern Biology Holt, Conceptual Physics Prentice Hall, Merrill Chemistry Glencoe	No	0
History-Social Science	Glencoe	No	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Buen Viaje, Vista Learning	No	0
Health	Gelncoe Teen Health Course 1,2,3	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

All facilities are in good condition.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/22/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/22/2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	30	40	44
Mathematics	11	22	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	19	19	100.0	26	47	16	11
	7	16	16	100.0	69	25	6	0
	8	14	14	100.0	21	43	21	14
	11	22	22	100.0	14	41	41	5
Male	6		9	47.4	--	--	--	--
	7		12	75.0	67	33	0	0
	8		8	57.1	--	--	--	--
	11		12	54.5	25	33	33	8
Female	6		10	52.6	--	--	--	--
	7		4	25.0	--	--	--	--
	8		6	42.9	--	--	--	--
	11		10	45.5	--	--	--	--
Black or African American	6		1	5.3	--	--	--	--
Asian	6		1	5.3	--	--	--	--
Hispanic or Latino	6		11	57.9	36	64	0	0
	7		12	75.0	83	17	0	0
	8		7	50.0	--	--	--	--
	11		18	81.8	17	50	33	0
Native Hawaiian or Pacific Islander	8		1	7.1	--	--	--	--
White	6		6	31.6	--	--	--	--
	7		3	18.8	--	--	--	--
	8		6	42.9	--	--	--	--
	11		4	18.2	--	--	--	--
Two or More Races	7		1	6.3	--	--	--	--
Socioeconomically Disadvantaged	6		12	63.2	33	42	17	8
	7		11	68.8	91	9	0	0
	8		7	50.0	--	--	--	--
	11		18	81.8	17	39	44	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	6		6	31.6	--	--	--	--
	7		8	50.0	--	--	--	--
	8		4	28.6	--	--	--	--
	11		7	31.8	--	--	--	--
Students with Disabilities	6		1	5.3	--	--	--	--
	7		5	31.3	--	--	--	--
	8		2	14.3	--	--	--	--
	11		3	13.6	--	--	--	--
Students Receiving Migrant Education Services	11		1	4.5	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	19	19	100.0	42	53	0	5
	7	16	16	100.0	69	25	6	0
	8	14	14	100.0	50	36	7	7
	11	22	22	100.0	55	27	18	0
Male	6		9	47.4	--	--	--	--
	7		12	75.0	75	17	8	0
	8		8	57.1	--	--	--	--
	11		12	54.5	58	25	17	0
Female	6		10	52.6	--	--	--	--
	7		4	25.0	--	--	--	--
	8		6	42.9	--	--	--	--
	11		10	45.5	--	--	--	--
Black or African American	6		1	5.3	--	--	--	--
Asian	6		1	5.3	--	--	--	--
Hispanic or Latino	6		11	57.9	55	45	0	0
	7		12	75.0	92	8	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		7	50.0	--	--	--	--
	11		18	81.8	67	22	11	0
Native Hawaiian or Pacific Islander	8		1	7.1	--	--	--	--
White	6		6	31.6	--	--	--	--
	7		3	18.8	--	--	--	--
	8		6	42.9	--	--	--	--
	11		4	18.2	--	--	--	--
Two or More Races	7		1	6.3	--	--	--	--
Socioeconomically Disadvantaged	6		12	63.2	50	50	0	0
	7		11	68.8	91	9	0	0
	8		7	50.0	--	--	--	--
	11		18	81.8	56	33	11	0
English Learners	6		6	31.6	--	--	--	--
	7		8	50.0	--	--	--	--
	8		4	28.6	--	--	--	--
	11		7	31.8	--	--	--	--
Students with Disabilities	6		1	5.3	--	--	--	--
	7		5	31.3	--	--	--	--
	8		2	14.3	--	--	--	--
	11		3	13.6	--	--	--	--
Students Receiving Migrant Education Services	11		1	4.5	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)			71			71			56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	71
All Students at the School	71
Male	--
Female	--
Asian	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

Geyserville New Tech Academy offers two CTE courses: Construction/Welding and Restaurant Management

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	26
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	84.85
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts			47	54	17	47	57	56	58
Mathematics			77	42	14	77	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	53	27	20	23	69	8
All Students at the School	53	27	20	23	69	8

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	23.10	46.20	23.10

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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).

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.0	20.93	8.57	2.47	6.81	4.21	5.07	4.36	3.80
Expulsions	0	0	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	No	Not In PI
First Year of Program Improvement	No	No
Year in Program Improvement*	No	No
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6									19	6		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English									10	12		
Mathematics									13	7		
Science									15	5	1	
Social Science									18	7		

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.375	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0.09	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,136	\$292	\$8,844	\$60,529
District	N/A	N/A		\$60,529
Percent Difference: School Site and District	N/A	N/A		0.0
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	65.4	1.8

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

Types of Services Funded (Fiscal Year 2014-15)

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.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,484	\$38,953
Mid-Range Teacher Salary	\$57,109	\$57,103
Highest Teacher Salary	\$70,167	\$74,127
Average Principal Salary (Elementary)	\$73,418	\$90,225
Average Principal Salary (Middle)		\$98,146
Average Principal Salary (High)	\$76,428	\$97,758
Superintendent Salary	\$90,094	\$117,803
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	7%	7%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	1	.7

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

The district has provided a wide range of professional development opportunities for teachers including 3 additional days before school to work on project based learning and the common core standards.