



GUERNEVILLE ELEMENTARY

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Elaine Carlson, Principal

School Accountability Report Card

School Profile

Guerneville Elementary is the elementary/middle school in the Guerneville Elementary School District. Curriculum is focused on all the State Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and an atmosphere of tolerance and acceptance.

During the 2006/07, 304 K--8th grade students were enrolled at the school, with classes arranged on a traditional calendar.

Guerneville School is located in the Russian River area of Sonoma County and educates students in grades K-8.

Student Enrollment by Ethnic Group

2006-07	
	Percentage
African American	2.6
American Indian	2.3
Asian	1.3
Caucasian	72.6
Hispanic	16.0
Multiple or No Response	5.2

Mission Statement

Guerneville School District is recognized as a leader in education, serving as a model of excellence and innovation. It is a united community of students, parents and staff that are committed to high quality education, excellence in teaching, and life-long learning.

We achieve this through a campus that is friendly, safe and welcoming; a district that accepts and is committed to diversity; and an educational environment that promotes unity of staff on both professional and community levels.

We prepare our students to be respectful and responsible members of their community by teaching to the whole student, addressing both physical and mental well-being.

We are in partnership with the larger community in achieving our vision and in imparting a sense of active citizenship to students of the Guerneville School District.

Guerneville School is proud to offer a variety of educational programs and assistance for their students. In addition to the traditional educational program, Guerneville also provides a GATE program, a Resource Specialist program, and a Special Day Class program for learning handicapped students in grades 3-7, a vocal music program for students in grades K-5, instrumental music/band program for grades 5-8, a specialized reading program for grades 1-3, and an after school tutoring/homework program for students in grades 1-8.

In May 2001 Guerneville School received official recognition as a Title I Achieving School. To receive this distinguished honor, students had to make significant academic growth over a three-year period as measured by STAR testing. Guerneville was one of ten schools receiving this recognition out of a possible 4,500 Title I schools throughout the State of California! The success and recognition by the state is due to an outstanding staff that focuses on curriculum and a staff that establishes high expectations for their students.

Discipline & Climate for Learning

Students at Guerneville Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Guerneville Elementary discipline program is to reach the whole child and provide the best program for each individual need. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook, newsletters and constant teaching throughout the year. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	45	47	25	45	47	25
Suspension Rate	0.08%	0.11%	0.12%	0.00%	0.00%	0.12%
Expulsions	1	1	0	1	1	1
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Club Live, VIP, and Circle of Sisters. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Flag Football, Basketball, Volleyball, and Cross-Country. Guerneville School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards and assemblies and by their classroom teacher.

Guerneville School District recognizes that a positive learning environment is essential to a quality education. Special activities are planned throughout the year to promote school spirit, respect and tolerance, and a positive learning environment. Our student council is now called the Guerneville Service League, and involves students in Game Days, Spirit Week, and does various service projects through the year.

Disciplinary procedures range from counseling to detention to suspension. All attempts are made to handle discipline at the lowest levels before problems have the opportunity to escalate.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from Instructional Assistants. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
05	06	07	05	06	07	05	06	07	05	06	07	
By Grade Level												
1st	16	20	0	1	1	0	0	0	0	0	0	0
2nd	21	0	20	0	0	1	1	0	0	0	0	0
3rd	28	22	22	0	0	0	1	1	2	0	0	0
4th	25	0	0	0	0	0	1	0	0	0	0	0
5th	26	27	18	0	0	2	1	1	0	0	0	0
6th	0	0	0	0	0	0	0	0	0	0	0	0
K	20	23	21	2	0	0	0	2	2	0	0	0
K-3	19	20	20	2	2	2	0	0	0	0	0	0
3rd-4th	0	21	29	0	0	0	0	1	1	0	0	0
4th-8th	26	23	23	0	1	2	6	14	11	0	0	1
By Subject Area												
English	22	22	23	2	5	6	2	2	1	0	0	1
Math	23	21	19	2	2	2	2	0	0	0	0	0
Science	27	0	0	0	0	0	5	0	0	0	0	0
Social Science	23	21	19	2	2	2	2	0	0	0	0	0

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Guerneville Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

CSR Participation			
	2004-05	2005-06	2006-07
K	100%	0%	0%
1st	100%	100%	
2nd	0%		100%
3rd	0%	0%	0%
K-3	100%	100%	100%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	30	23	26
1st	25	26	29
2nd	34	31	26
3rd	34	43	34
4th	34	36	42
5th	42	32	36
6th	42	35	34
7th	42	36	42
8th	48	42	38

Instructional Time (includes Minimum days)

For the 2006/07, Guerneville Elementary offered 180 days of instruction, comprised of 161 regular days. The additional 19 minimum days were utilized for parent/teacher conferences and time before a holiday break. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level

	Minutes Required	Actual Minutes
Kdgn	36,000	50,160
1st	50,400	53,760
2nd	50,400	53,760
3rd	50,400	53,760
4th	54,000	54,660
5th	54,000	54,660
6th	54,000	54,660
7th	54,000	54,660
8th	54,000	54,660

Curriculum Development

All curriculum development in the Guerneville Elementary is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Curriculum and Instruction as well as a team of interested teachers, to align with the state standards, district goals, and the statewide assessment program. During the 2006/07, changes to the curriculum included: Adopting new Science Curriculum

Instructional Materials

Guerneville Elementary held a Public Hearing on October 9, 2007, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-8	Mathematics	Harcourt, Prentice Hall	2002	Yes
K-8	Reading/English	Houghton-Mifflin	2001	Yes
K-3	Science	Foss Science Kits - Standards Aligned	2007	Yes
4th-5th	Science	MacMillan/McGraw Hill	2007	Yes
6th-8th	Science	Prentice Hall	2007	Yes
K-8	Social Studies	Scott Foresman, TCI	2005	Yes

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test												
% At or Above 50th Percentile												
	Reading						Math					
	3			7			3			7		
	05	06	07	05	06	07	05	06	07	05	06	07
All Students												
School	47	46	32	68	69	65	65	72	45	79	58	65
District	47	46	32	66	67	65	65	72	45	76	56	65
State	36	37	38	46	46	47	55	55	56	49	50	47
Males												
School	41	31	39	56	87	73	59	77	44	88	63	73
Females												
School	58	77	23	77	57	60	75	62	46	73	55	60
Socioeconomically Disadvantaged												
School	30	50	26	59	69	65	55	67	26	71	50	65
Caucasian												
School	54	45	42	67	57	70	68	76	58	73	50	70

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, Guerneville Elementary is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
2006-07 Test Results			
	5th Grade	7th Grade	9th Grade
School			
School Overall	19.4%	57.5%	N/A
School (Boys)	16.7%	53.3%	N/A
School (Girls)	25.0%	60.0%	N/A
District			
District Overall	19.4%	57.5%	N/A
District (Boys)	16.7%	53.3%	N/A
District (Girls)	25.0%	60.0%	N/A
State			
State Overall	24.6%	29.4%	29.3%
State (Boys)	22.4%	27.2%	30.1%
State (Girls)	26.9%	31.8%	28.4%



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
Language Arts												Math						Science									
2			3			4			5			2			3			4			5						
05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07				
All Students																											
School	48	58	57	27	47	19	57	48	45	42	65	52	70	67	73	62	74	45	54	60	57	55	47	62	42	53	57
District	48	58	57	27	47	19	57	48	45	42	65	52	70	67	73	62	74	45	54	60	57	55	47	62	42	53	57
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	45	56	65	23	31	22	53	36	43	44	67	46	77	63	78	50	69	50	67	59	61	56	61	58	50	61	54
District	45	56	64	23	31	22	54	37	43	44	67	46	77	62	78	50	69	50	67	59	61	56	61	58	50	61	54
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	55	60	45	33	77	15	59	67	50	40	67	64	55	73	64	83	85	38	41	60	50	55	33	73	35	47	64
District	54	60	45	33	77	15	59	67	50	40	67	63	54	73	64	83	84	38	41	60	50	55	34	73	35	47	63
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Caucasian																											
School	50	56	70	32	48	25	57	55	52	43	72	69	65	72	85	68	72	58	52	66	64	57	52	81	43	64	77
District	50	56	70	32	49	25	57	55	51	43	72	69	65	72	85	68	72	59	52	65	63	58	52	81	43	64	77
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58

Language Arts												Math						Science		Social Science			
6			7			8			6			7			8			8		8			
05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students																							
School	43	35	43	61	62	48	64	66	61	48	43	46	63	62	56				49	76	52	47	37
District	42	32	43	58	60	48	64	66	56	48	40	46	61	60	56				46	73	52	48	34
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	0	0		38	42	31	34	35
Males																							
School	41	43	47	50	69	60	62	65	67	47	50	65	63	75	73				53	73	54	53	53
District	39	37	47	48	63	60	61	63	55	44	44	65	58	69	73				48	67	54	53	45
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	0	0		41	45	33	36	36
Females																							
School	45	29	39	68	57	40	68	67	57	50	38	28	64	52	44				45	78	47	43	26
District	45	29	39	68	57	40	69	67	57	50	38	28	64	52	44				45	78	48	43	26
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	0	0		34	41	30	31	33
Caucasian																							
School	35	39	48	57	55	52	74	67	57	43	48	48	57	59	61				48	74	59	53	30
District	34	36	48	56	52	51	73	66	50	42	45	48	53	56	60				45	69	59	53	27
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	0	0		55	60	47	51	52

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

	API School Results			2007 API Growth Score
	04-05	05-06	06-07	
Statewide Rank	6	7	7	
Similar Schools Rank	7	10	10	
All Students				
Actual Growth	51	20	-17	787
Socioeconomically Disadvantaged				
Actual Growth	66	37	-32	736
Caucasian				
Actual Growth	47	16	0	805

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

Made AYP Overall	Adequate Yearly Progress (AYP)			
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

- Participation rate on the state's standards-based assessments in English/Language Arts (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). There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Federal Intervention Program

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 (English/Language Arts 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.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI		
Year in PI (2007-08)		
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

All teachers at Guerneville School are credentialed by the State of California and are certified to teach the grade level assigned.

With the exception of first year teachers who are evaluated twice in the first year, all other certificated staff is evaluated at least once every other year. The district is current in their evaluation process.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100	0
District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

Guerneville Elementary recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Guerneville Elementary had 18 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)			0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	20	19	21	22
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Substitute Teachers

The Guerneville Elementary district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Guerneville Elementary. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the Principal assumes the role of substitute.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Principal who has been trained and certified for competency to perform teacher evaluations. Teacher are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator. Guerneville Elementary offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is lead by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

Counseling & Support Staff

It is the goal of Guerneville Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Counselor	1	.6
Librarian	1	1
Nurse	1	.2
Psychologist	1	.4
Speech/Language Specialist	1	.4

Safe School Plan

Safety of students and staff is a primary concern of Guerneville Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated Nov. and Dec. of 2007 by the School Safety Committee and School Site Council. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. (Lockdown drills are held as needed). Students are supervised before and after school by both certificated staff and classified staff and classified staff supervise students during lunch. Classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors/volunteers must come to the office and sign in before going to any classrooms or any place on the yard during school hours.

Equipment and grounds are inspected regularly for any potential hazards by the head custodian. Supervision of students on the grounds and in the cafeteria is done by yard supervisors. Fires and/or disaster drills occur monthly and a complete school site disaster plan has been developed and is in place.

The Safe School Committee met and completely revised the Safe School Plan for both the elementary and community day school sites. The plan is geared toward creating a positive school environment where students, staff and community pride in the schools prevents negative behaviors. It is presented to the Board in December or January for their approval. Included in this plan are goals to continue with a positive school climate and specific plans for highlighting student growth and work. Coming in the 06/07 school year is a step further in developing a school plan that included more positive recognition as in focus behaviors, Gator Grams, and the VIP program. Last year, our Citizenship Committee rewrote our discipline packet to highlight the positive things we do, and how we want to reward student behaviors first.

School Facilities

Safety, cleanliness and maintenance of facilities are a high priority at Guerneville School. The district has three full-time custodians, one of whom also does landscaping. RESIG, the district's insurance group, inspects the facilities, grounds and play structures at least once a year for any safety concerns. If they are identified, they are taken care of immediately. We had our annual inspection on November 16, 2007 and got an over all rating of "good". We saw some minor repairs that needed to be fixed and took care of them. Also, we have done a major repair job on our roof this past summer.



School Facility Conditions				
Date of Last Inspection: 11/16/2007				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks		X		
Mechanical Systems	X			thermostat did not work - total heating system is being repaired and updated
Windows/Doors/Gates/Fences (Interior and Exterior)		X		A door was broken - now fixed
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)		X		addressed the cleanliness of primary building - now is it beautiful! hired a part time custodian for this wing.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)		X		need to work on lighting in gym
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)		X		outside drinking fountains were not working. Plumber came out and fixed them. Needed some parts -we ordered and they have been repaired
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			We did a major roof repair the summer of 2007
Playground/School Grounds	X			
Overall Cleanliness	X			

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$35,374	\$35,767
Mid-Range Teachers	\$57,844	\$51,525
Highest Teachers	\$62,202	\$64,430
Elementary Principals	\$68,000	\$83,469
Middle School Principals	-	\$87,169
High School Principals	-	-
Superintendent	\$80,002	\$98,640
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.3834%	37.1806%
Administrative Salaries	8.41651%	12.1373%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2005/06 financial statements).

Average Teacher Salaries	
School & District	
School	\$48,000
District	\$57,844
Percentage of Variation	17.02%
School & State	
All Elementary School Districts	\$51,525
Percentage of Variation	6.85%

District Expenditures

Guerneville Elementary spent an average of \$7178 to educate each student. (The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,178
From Restricted Sources	\$1,014,665
From Unrestricted Sources	\$1,492,941
District	
From Unrestricted Sources	\$121,855
Percentage of Variation between School & District	1125.18%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	30103.14%

District Revenue Sources

In addition to general state funding, Guerneville Elementary receives state and federal funding for the following categorical funds and other support programs: Title I, Title II, Part A, Title II, Part D, Title V, Title III, LEP, Title IV, DFS, AB 113 School Safety, TUPE, EIA/ELL, EIA/SCE, and PAR.

School Leadership

Leadership at Guerneville Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past three years, leadership duties were assumed by Principal Elaine Carlson. Principal Carlson has 17 years of experience in education with positions as teacher, mentor, and teacher-in-charge. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: Site Council, BAC, and GATE.

Parent Involvement

Parents are always welcome and invited to participate in a variety of ways. They can help by volunteering assistance as a tutor in the after school program, helping in the classrooms, or in coordinating and conducting school activities such as honor roll assemblies and health day. We have a very active parent group that has helped with our Halloween Carnival and dinner at our Winter Concert. Musette Peyton-Kelm is the president of a wonderful and active parent group called FOGS (Friends of Guerneville School) that have been instrumental in raising funds for our music program, an art room, sports uniforms, and our library. We have a BAC (Bilingual

Advisory Council) , another active parent group that celebrates with our Spanish families and keeps those beautiful traditions strong.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Guerneville Elementary at 707-869-2864.

California Awards & Interventions

Guerneville School has several options for our students when they need extra help. These programs include: Study Hall, Homework Club, Math Tutorial, tutoring by select teachers, and weekly progress reports for parents. We have parent conferences three times a year and maintain an open line of communication all year long.

Enrollment By Program

During the 2006/07 school year 304 students were enrolled at Guerneville Elementary, of which 13% were students with disabilities, 15% were English Learners, and 51% were socioeconomically disadvantaged.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated three days to staff development annually for the past three years. Topics for staff development during the 2006/07 school year included: training for the new science, enhancing our English Language Learners, Academic Language, and using graphic organizers. We also used valuable days in technology training

