



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 2007/08, 299 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.

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. Our school-wide theme in 2007/08 was "Guerneville School is a caring community". This enabled us, each month, to focus on what it means to care about ourselves, each other and our school.

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, 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.

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 and Sharon Taylor work together to lead this wonderful and active parent group called FOGS (Friends of Guerneville School). They have been instrumental in raising funds for our music program, an art room, sports uniforms, and our library. In 2008/09 these three will take more of a non-leadership role, and three new parents will step forward to keep this group going: Jamie Schaivone, Mia Tamayo, and Jennifer Neeley. We have a BAC (Bilingual Advisory Council) , another active parent group that celebrates with our Spanish families and keeps those beautiful traditions strong.

Enrollment By Grade

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

Enrollment By Program

During the 2007-08 school year 298 students were enrolled at Guerneville Elementary, of which 18% were students with disabilities, 14% were English Learners, and 51% were socioeconomically disadvantaged.

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 2007/08 year, changes to the curriculum included: Adopting new Math Curriculum.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	2.0%
American Indian	1.7%
Asian	1.3%
Caucasian	72.5%
Filipino	0.3%
Hispanic or Latino	18.5%
Pacific Islander	0.0%
Multiple or No Response	3.7%

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	23	26	37
1st	26	29	25
2nd	31	26	21
3rd	43	34	34
4th	36	42	32
5th	32	36	37
6th	35	34	36
7th	36	42	32
8th	42	38	44

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					
	06	07	08	06	07	08	06	07	08	06	07	08
By Grade Level												
K	23	21	21	-	-	-	2	2	1	-	-	-
1st	20	-	20	1	-	1	-	-	-	-	-	-
2nd	-	20	21	-	1	-	-	-	1	-	-	-
3rd	22	22	22	-	-	-	1	2	1	-	-	-
4th	-	-	-	-	-	-	-	-	-	-	-	-
5th	27	18	29	-	2	-	1	-	1	-	-	-
K-3	20	20	19	2	2	1	-	-	-	-	-	-
3-4	21	29	26	-	-	-	1	1	1	-	-	-
4-8	23	23	24	1	2	-	14	11	1	-	1	-
By Subject Area												
English	22	23	26	5	6	5	2	1	3	-	1	3
Mathematics	21	19	23	2	2	3	-	-	1	-	-	1
Science	-	-	24	-	-	2	-	-	2	-	-	1
Social Science	21	19	24	2	2	2	-	-	2	-	-	1

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		
	2005-06	2006-07	2007-08
K	-	-	-
1st	100%	-	100%
2nd	-	100%	-
3rd	-	-	-
K-3	100%	100%	100%

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.

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 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.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	47	25	41	47	25	42
Suspension Rate	15.5%	8.1%	13.8%	15.2%	8.1%	13.9%
Expulsions	1	0	1	1	0	1
Expulsion Rate	0.3%	0.0%	0.3%	0.3%	0.0%	0.3%

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.

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 November 2008 by the School Safety Committee and School Site Council. All revisions were communicated to the 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 08/09 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. We also will be specific on assigning duties to staff in the event of a disaster so that people know exactly what they need to do. We will follow closely the SEMS/NIMS model of preparedness

School Facilities

Safety, cleanliness and maintenance of facilities are a high priority at Guerneville School. The district has two full-time custodians, and two part-time. One of the part-time positions is landscaping and one is cleaning. RESIG, the district's insurance group, inspects the facilities, grounds and play structures at least once every two years, and the Maintenance Staff conducts a yearly inspection as part of the Williams Lawsuit. Any areas where deficiencies are found, repairs are immediately made. In 2007-08 the roof was repaired and three new drinking fountains were installed on the play yard.

As a result of the Williams Facility Inspection in September 2008, an HVAC leak was discovered in the ceiling of the Science Room. The HVAC system was immediately repaired and the ceiling and wood around the leak were removed and replaced. Work was completed within two weeks after inspection. The heater in the portable building, which was also identified as needing repair through the Williams Facility Inspection, was fixed by an outside Heating/Plumbing agency by September 30. The exterior wall on the portable building, also identified as needing repair, is scheduled for repair during the month of November, 2008.

School Facility Conditions				
Date of Last Inspection: 10/10/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			School Buildings - Fix heater in one portable.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			School Buildings - Fix the ceiling and closet area and repair an exterior wall in one portable building.
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Teacher Assignment

Guerneville Elementary recruits and employs the most qualified credentialed teachers. For the 2007/08 school year, Guerneville Elementary had 18 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	19	21	20	21
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

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

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 2006-07 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%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	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. Teachers 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 led 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

Instructional Materials

Guerneville Elementary held a Public Hearing on September 9, 2008, 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	% Lacking
6th-8th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
4th-5th	Mathematics	Houghton Mifflin	2008	Yes	0.0%
K-3	Mathematics	Pearson Scott Foresman	2008	Yes	0.0%
K-8	Reading/English	Houghton-Mifflin	2001	Yes	0.0%
K-3	Science	Foss Science Kits - Standards Aligned	2007	Yes	0.0%
4th-5th	Science	MacMillan/McGraw Hill	2007	Yes	0.0%
6th-8th	Science	Prentice Hall	2007	Yes	0.0%
K-8	Social Studies	Scott Foresman, TCI	2005	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city Guerneville which contain numerous computer workstations.

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.

Data Sources

Data within the SARC was provided by Guerneville Elementary School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

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.

Percentage of Students in Healthy Fitness Zone		
2007-08 Test Results		
	5th Grade	7th Grade
School		
School Overall	19.4%	57.5%
School (Boys)	16.7%	53.3%
School (Girls)	25.0%	60.0%
District		
District Overall	19.4%	57.5%
District (Boys)	16.7%	53.3%
District (Girls)	25.0%	60.0%
State		
State Overall	27.1%	30.9%
State (Boys)	24.4%	28.4%
State (Girls)	29.9%	33.5%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.		

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			Social Science				
	6			7			8			6		7		8			8				
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																					
School	35	43	53	62	48	60	66	61	32	43	46	50	62	56	68	49	76	73	47	37	29
District	32	43	53	60	48	58	66	56	32	40	46	50	60	56	68	46	73	69	48	34	27
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Males																					
School	43	47	56	69	60	61	65	67	21	50	65	46	75	73	67	53	73	63	53	53	37
District	37	47	56	63	60	58	63	55	23	44	65	46	69	73	67	48	67	54	53	45	32
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
Females																					
School	29	39	50	57	40	59	67	57	38	38	28	57	52	44	69	45	78	81	43	26	23
District	29	39	50	57	40	59	67	57	38	38	28	57	52	44	69	45	78	81	43	26	24
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Socioeconomically Disadvantaged																					
School	30	30	40	47	48	52	44	47	29	45	30	30	47	57	58	40	65	76	19	29	24
District	27	30	40	45	47	50	47	40	30	41	30	30	45	57	58	37	60	69	24	25	21
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
Caucasian																					
School	39	48	65	55	52	65	67	57	34	48	48	56	59	61	74	48	74	74	53	30	29
District	36	48	65	52	51	65	66	50	36	45	48	56	56	60	73	45	69	70	53	27	28
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53

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

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		5										
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08						
All Students																											
School	58	57	53	47	19	24	48	45	46	65	52	59	67	73	91	74	45	31	60	57	65	47	62	38	53	57	64
District	58	57	53	47	19	24	48	45	46	65	52	58	67	73	91	74	45	31	60	57	65	47	62	38	53	57	63
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	56	65	*	31	22	33	36	43	43	67	46	48	63	78	*	69	50	43	59	61	71	61	58	44	61	54	64
District	56	64	0	31	22	33	37	43	43	67	46	46	62	78	0	69	50	43	59	61	71	61	58	42	61	54	62
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	60	45	64	77	15	8	67	50	50	67	64	79	73	64	100	85	38	9	60	50	57	33	73	29	47	64	64
District	60	45	64	77	15	8	67	50	50	67	63	78	73	64	100	84	38	9	60	50	57	34	73	29	47	63	64
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Socioeconomically Disadvantaged																											
School	63	53	31	44	11	26	33	33	31	47	26	62	63	63	85	83	32	37	43	38	50	37	42	43	42	47	62
District	63	53	31	44	11	26	34	33	31	48	27	59	64	63	85	83	32	37	43	38	50	37	43	41	42	47	59
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
Caucasian																											
School	56	70	64	48	25	33	55	52	54	72	69	61	72	85	100	72	58	38	66	64	75	52	81	42	64	77	71
District	56	70	64	49	25	33	55	51	54	72	69	60	72	85	100	72	59	37	65	63	76	52	81	41	64	77	69
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68

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

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.

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. 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.

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.

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:

- 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 Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

CAT/6 Norm Referenced Test

	% At or Above 50th Percentile											
	Reading						Math					
	3			7			3			7		
	06	07	08	06	07	08	06	07	08	06	07	08
All Students												
School	46	32	27	69	65	63	72	45	45	58	60	68
District	46	32	27	67	65	61	72	45	45	56	60	66
State	37	38	38	46	47	49	55	56	56	50	51	52
Males												
School	31	39	33	87	73	67	77	44	52	63	60	72
Females												
School	77	23	17	57	60	59	62	46	33	55	60	63
Socioeconomically Disadvantaged												
School	50	26	26	69	65	52	67	26	42	50	61	55
Caucasian												
School	45	42	33	57	70	69	76	58	54	50	64	72

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

API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	7	7	6	
Similar Schools Rank	10	10	8	
All Students				
Actual Growth	20	-17	-14	769
Socioeconomically Disadvantaged				
Actual Growth	37	-32	8	736
Caucasian				
Actual Growth	16	0	-7	796

Adequate Yearly Progress (AYP)

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

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.

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 2008/09 school year included: training for the new math, enhancing our English Language Learners, Academic Language, and using graphic organizers. We also used valuable days in technology training. We will continue to do Staff Development in these areas, as well as looking at our STAR data. We will use the STAR data to enrich and pinpoint our curriculum areas for the best student success. At the beginning of the 2008/09 school year we took two entire days to deal with the topics of Support Services offered at Guerneville School. We learned about GATE, OT, Safety practices and Special Education. On the next day we were trained on the annual mandates. This 2008/09 year we are also taking five minimum days to focus more on the math curriculum, continue to talk about students' needs using the STAR data, and touch on some ideas in how we approach Spelling.

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
K	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

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	\$10,053
From Restricted Sources	\$4,490
From Unrestricted Sources	\$5,564
District	
From Unrestricted Sources	\$5,564
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	4.98%

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, LEP, Title IV, DFS, AB 113 School Safety, TUPE, EIA/ELL, EIA/SCE, and PAR.

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		
	District	State
Beginning Teachers	\$37,528	\$37,322
Mid-Range Teachers	\$51,882	\$53,824
Highest Teachers	\$65,990	\$67,700
Elementary School Principals	\$70,040	\$85,507
Superintendent	-	\$104,993
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.3%	37.6%
Administrative Salaries	5.2%	6.4%

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	\$58,345
District	\$59,360
Percentage of Variation	1.71%
School & State	
All Unified School Districts	\$54,322
Percentage of Variation	7.41%

