

Guerneville Elementary School

2008-09 School Accountability Report Card

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Principal

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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 2008/09 school year, 296 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.

We continue with a rich garden curriculum where students are able to plant, harvest, and cook. All of this is embedded in an environmental/nutritional based curriculum developed and designed by our teachers using USDA approved literature. Our Garden Coordinator works and communicates constantly with the teachers to provide this additional enrichment to our school.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	2.3%
American Indian	2.7%
Asian	1.0%
Caucasian	72.9%
Filipino	0.3%
Hispanic or Latino	17.7%
Pacific Islander	0.0%
Multiple or No Response	3.0%

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.

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 School at 707-869-2864.

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. The parents have been instrumental in raising funds for our music program, an art room, sports uniforms, and our library. We also 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 Trend by Grade Level

	2006-07	2007-08	2008-09
K	26	37	42
1st	29	25	32
2nd	26	21	24
3rd	34	34	24
4th	42	32	35
5th	36	37	31
6th	34	36	43
7th	42	32	34
8th	38	44	34

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.

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	55,800	53,760
4th	55,800	54,660
5th	55,800	54,660
6th	55,800	54,660
7th	55,800	54,660
8th	55,800	54,660

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					
07	08	09	07	08	09	07	08	09	07	08	09	
By Grade Level												
K	21	21	21	-	-	1	2	1	1	-	-	-
1	-	20	20	-	1	1	-	-	-	-	-	-
2	20	21	-	1	-	-	-	1	-	-	-	-
3	22	22	-	-	-	-	2	1	-	-	-	-
4	-	-	29	-	-	-	-	-	1	-	-	-
5	18	29	30	2	-	-	-	1	1	-	-	-
K-3	20	19	22	2	1	-	-	-	2	-	-	-
3-4	29	26	21	-	-	-	1	1	1	-	-	-
4-8	23	24	16	2	-	1	11	1	-	1	-	-
By Subject Area												
English	23	26	29	6	5	4	1	3	-	1	3	5
Mathematics	19	23	28	2	3	2	-	1	-	-	1	2
Science	-	24	31	-	2	-	-	2	2	-	1	3
Social Science	19	24	28	2	2	2	-	2	-	-	1	2

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

	2006-07	2007-08	2008-09
K	0%	0%	50%
1	0%	100%	100%
2	100%	0%	0%
3	0%	0%	0%

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.

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 five minimum days to staff development annually for the past two years. Topics for staff development during the 2009/10 school year included: training in the computer lab, focusing on power standards, goal setting with assessments and learning the RtI model. We also used valuable time in 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 2009/10 school year we took a day to deal with mandated requirements.

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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	25	41	47	25	42	2
Suspension Rate	8.1%	13.8%	15.7%	8.1%	13.9%	0.7%
Expulsions	0	1	1	0	1	0
Expulsion Rate	0.0%	0.3%	0.3%	0.0%	0.3%	0.0%

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 may 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 award 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.

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.

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.

Instructional Materials

Guerneville Elementary held a Public Hearing on September 8, 2009, 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.

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.

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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	47	47	60	46	46	59	43	46	50
Mathematics	54	49	58	54	48	57	40	43	46
Science	67	69	72	65	66	71	38	46	50
History/Social Science	37	29	54	34	27	53	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	45	50	*	*
Pacific Islander	*	*	*	*
Caucasian	64	60	74	56
Males	60	62	73	69
Females	60	53	71	42
Socioeconomically Disadvantaged	52	50	68	57
English Learners	45	55	*	*
Students with Disabilities	32	28	50	*
Migrant Education	*	*	*	*

*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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.9%	32.3%	29.0%
7	15.2%	33.2%	18.2%

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

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for three 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 (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	7	6	5	
Similar Schools Rank	10	8	7	
All Students				
Actual Growth	-17	-14	61	832
Socioeconomically Disadvantaged				
Actual Growth	-32	8	47	790
Caucasian				
Actual Growth	0	-7	56	855

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.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Met AYP Criteria	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	

Teacher Assignment

Guerneville Elementary recruits and employs the most qualified credentialed teachers. For the 2008.09 school year, Guerneville Elementary had 19 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	21	20	19	20
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	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	100.0%	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. 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.

	Number of Staff	Full Time Equivalent
Counselor	1	.4
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 November 2009 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. 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 school prevents negative behavior. 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 09/10 school year is a step further in developing a school plan that includes positive recognition as in focus behaviors, Gator Grams, and the VIP program. 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 one part-time. 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. If areas of 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. In 2009 we rebuilt three sets of steps leading up the portable buildings.

School Facility Conditions				
Date of Last Inspection: 08/10/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains			X	Buildings and grounds - The doors and partition walls in the boys bathrooms are starting to rust and need repair. We have put it out to bid, and once the quotes come in, the partition walls will be replaced in all boys bathrooms except Primary, and one door in the Cafeteria girls bathroom.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Buildings and grounds - the three sets of steps leading up to the portable wing of the school were weak and old. We had a contractor repair all three sets to be ready when school started 2009/2010. They are now sturdy and strong.
External (Grounds, Windows, Doors, Gates, Fences)	X			

District Expenditures

Guerneville Elementary spent an average of \$10,053 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	\$12,081
From Restricted Sources	\$3,351
From Unrestricted Sources	\$8,731
District	
From Unrestricted Sources	\$7,996
Percentage of Variation between School & District	9.19%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	58.39%

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		
2007-08		
	District	State
Beginning Teachers	\$39,228	\$38,481
Mid-Range Teachers	\$54,232	\$55,789
Highest Teachers	\$68,979	\$70,849
Elementary School Principals	\$75,409	\$88,862
Middle School Principals	-	\$94,015
High School Principals	-	\$97,594
Superintendent	\$110,896	\$110,994
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.7%	37.2%
Administrative Salaries	5.2%	6.6%

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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$60,159
District	\$62,629
Percentage of Variation	3.95%
School & State	
All Elementary School Districts	\$56,284
Percentage of Variation	6.88%

