



# GUERNEVILLE COMMUNITY DAY

14630 Armstrong Woods Rd., Guerneville, CA 95446 • (707) 869-2864

Elaine Carlson, Principal

## School Accountability Report Card

### School Profile

Guerneville Community Day is a middle school in the Guerneville Elementary School District. Curriculum is focused on State Standards. In this alternative school setting, individual needs are considered and met.

#### Student Enrollment by Ethnic Group 2006-07

	Percentage
African American	0.0
American Indian	0.0
Asian	0.0
Caucasian	100.0
Filipino	0.0
Hispanic	0.0
Pacific Islander	0.0
Multiple or No Response	0.0

### Discipline & Climate for Learning

Students at Guerneville Community Day are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Guerneville Community Day discipline program is to treat everyone fairly. Parents and students are informed of school rules and discipline policies through the Parent/Student Compact and Citizenship Guidelines which are sent home at the beginning of the school 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. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements with special events throughout the year.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	3	3	2	45	47	25
Suspension Rate	0.50%	0.60%	0.50%	0.00%	0.00%	0.12%
Expulsions	0	0	1	1	1	0
Expulsion Rate	0.00%	0.00%	20.00%	0.00%	0.00%	0.00%

### Class Size

Average class sizes vary by grade level and subject area taught. 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:						
	05	06	07	1-20 Students		21-32 Students		33+ Students		
	05	06	07	05	06	07	05	06	07	
CDay	5	5	3	1	1	1	0	0	0	0

### 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
7th	5	2	
8th		3	3

### Instructional Time (includes Minimum days)

For the 2006/07, Guerneville Community Day offered 180 days of instruction, comprised of 180 regular days. 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
8th	54,000	64,800

### Curriculum Development

All curriculum development in the Guerneville Elementary District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Curriculum Coordinator 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
5-8	English	Houghton-Mifflin	2001	Yes
5-8	Mathematics	Harcourt/Prentice Hall	2002	Yes
6th-8th	Science	Prentice Hall	2007	Yes
5-8	Social Studies	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. *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 Community Day 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			
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

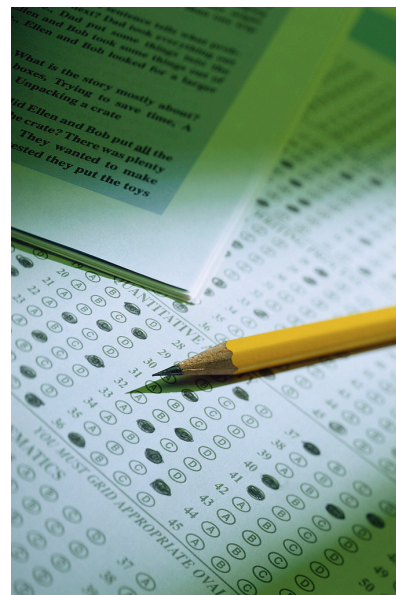
The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), 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>. *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			
04-05	05-06	06-07	2007 API Growth Score
Statewide Rank			
Similar Schools Rank			
All Students			
Actual Growth			

*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:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- API as an additional indicator.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- 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)				
Made AYP Overall	School		District	
	Yes	Yes	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

## 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.

## Teacher Assignment

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

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	1	1	1	22
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	04-05	05-06	06-07
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)			
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	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 Community Day. 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 annually and tenured teachers are evaluated every five years. Evaluations are conducted by the Principal.

## At Risk Interventions

Guerneville Community Day provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Intersession courses are offered during vacation periods when necessary. Other intervention programs offered at Guerneville Community Day include: an after school tutoring program.

## Counseling & Support Staff

It is the goal of Guerneville Community Day 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. The counselor to pupil ratio is 1:6. The table lists the support service personnel available at Guerneville Community Day.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	.6

## Safe School Plan

Safety of students and staff is a primary concern of Guerneville Community Day. 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 on December 2007 by the School Safety Committee. 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 twice a year. Students are supervised before and after school by certificated staff, and classified staff supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must sign in at the office before going to the class.

## School Facilities

Guerneville Community Day is comprised of 1classroom, including the bathrooms. The school is separate from the regular campus, however still uses the playground and fields for PE and other activities. Lunches and breakfast are delivered to the students. The school is maintained and cleaned regularly to provide for a clean and safe school. After the annual inspection November 16, 2007, the Coummunity Day School received an 'exemplary' rating.

School Facility Conditions				
Date of Last Inspection: 11/16/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
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			
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 & 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 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%

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%

## District Expenditures

Guerneville Elementary spent an average of \$7,178 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	\$0
From Unrestricted Sources	\$0
District	
From Unrestricted Sources	\$0
Percentage of Variation between School & District	N/A
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	N/A

## District Revenue Sources

In addition to general state funding, Guerneville Community Day 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 Community Day 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. The Community Day School is supported by the District's Site Council.

## Parent Involvement

Guerneville Community Day greatly benefits from its supportive parents who help their students attend regularly and consistently.

## 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 Community Day at 869-0362.

## California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

## **Enrollment By Program**

During the 2006/07 school year 5 students were enrolled at Guerneville Community Day, of which 40% were students with disabilities and 20% were English Learners.

## **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 in the new science curriculum, technology training, and supporting our ELL students.

