

Guerneville Community Day School

2008-09 School Accountability Report Card

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School Profile

Guerneville Community Day School serves students in grades 4-8 that need an alternative placement. 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.

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 District 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, a garde/nutrition program, and an after school tutoring/homework program for students in grades 1-8. Some of these opportunities are available to the Community Day School students.

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 at 707-869-2864.

Parent Involvement

Parents are always welcome and invited to participate in a variety of ways. Please call the Community Day School to see where your help is best used.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	0.0%
American Indian	0.0%
Asian	0.0%
Caucasian	66.7%
Filipino	0.0%
Hispanic or Latino	0.0%
Pacific Islander	0.0%
Multiple or No Response	33.3%

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
7th	-	1	1
8th	3	2	-

Enrollment By Program

During the 2007-08 school year 4 students were enrolled at Guerneville Community Day, of which 80% were socioeconomically disadvantaged.

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
5th	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	
4-8	-	4	3	-	1	1	-	-	-	-	-	-

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.

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. During the 2009/2010 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. 2009/2010 found us renewing our mandates, and we will still have our minimum days to sharpen our math curriculum as well as pinpoint formative and cumulative assessments to enable us to set goals for 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 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	2	1	0	25	42	2
Suspension Rate	66.7%	25.0%	0.0%	8.1%	13.9%	0.7%
Expulsions	1	0	0	0	1	0
Expulsion Rate	33.3%	0.0%	0.0%	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 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.

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.

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
5th-8th	English	Houghton-Mifflin	2001	Yes	0.0%
6th-8th	Mathematics	Holt Rinehart	2008	Yes	0.0%
5th	Mathematics	Houghton Mifflin	2008	Yes	0.0%
5th	Science	Harcourt	2007	Yes	0.0%
6th-8th	Science	Prentice Hall	2007	Yes	0.0%
5th	Social Science/History	Scott Foresman - Standards Aligned	2007	Yes	0.0%
6th-8th	Social Science/History	TCI	2006	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.

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.

Teacher Assignment

Guerneville School District recruits and employs the most qualified credentialed teachers. For the 2008/2009 school year, Guerneville Community Day school had 1 fully credentialed teacher 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	1	1	1	20
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	07-08	08-09	09-10
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%



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	*	*	*	46	46	59	43	46	50
Mathematics	*	*	*	54	48	57	40	43	46
Science	*	*	*	65	66	71	38	46	50
History/Social Science	*	*	*	34	27	53	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	*	*	*	*
Males	*	*	*	*
Females	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
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
7	-	-	-

*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 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 (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. 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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	-	-	-	
Similar Schools Rank	-	-	-	
All Students				
Actual Growth	-	-	-	-

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)				
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	

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	.4
Nurse	1	.2
Psychologist	1	.4
Speech/Language Specialist	1	.4

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.

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 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. Any areas where deficiencies are found, repairs are immediately made. As a result of the Williams Facility Inspection in September 2008, the Community Day School was found to be in perfect repair. No deficiencies were noted and the inspection received an excellent rating.

School Facility Conditions				
Date of Last Inspection: 08/10./200				
Overall Summary of School Facility Conditions: Exemplary				
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			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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.

District Expenditures

Guerneville Community Day 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	\$52,952
From Restricted Sources	\$105,904
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	-

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 2006-07 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%

