Guerneville Primary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Guerneville Primary School
Street	14630 Armstrong Woods Rd.
City, State, Zip	Guerneville, CA 95446
Phone Number	(707) 869-2864
Principal	Joelene Morasch
Email Address	jmorasch@guernevilleschool.org
Website	guernevilleschool.org
County-District-School (CDS) Code	49 70722 0000000

Entity	Contact Information
District Name	Guerneville School District
Phone Number	(707) 869-2864
Superintendent	Dana Pedersen
Email Address	dpedersen@guernevilleschool.org
Website	guernevilleschool.org

School Description and Mission Statement (School Year 2019-20)

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 striving for 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 are committed to career and college readiness for all students, whole-student health, local-to-global leadership, and sustainability.

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

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	14
Grade 1	28
Grade 2	22
Grade 3	32
Grade 4	29
Grade 5	21
Grade 6	34
Grade 7	36
Grade 8	26
Total Enrollment	242

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	5.8
Asian	1.2
Hispanic or Latino	28.9
White	59.1
Two or More Races	2.9
Socioeconomically Disadvantaged	78.9
English Learners	6.6
Students with Disabilities	9.5
Foster Youth	0.4
Homeless	2.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	1	1	15
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	o	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5th Benchmark Advance; 6th-8th Perspectives	Yes	0
Mathematics	K-5th -Houghton-Mifflin Math Expressions; 6th -8th CMP	Yes	0
Science	K- 3 FOSS Science Kits, 4th/5th MacMillan/McGraw Hill, 6th - 8th Prentice Hall	Yes	0
History-Social Science	K-5th - Scott Foresman, 6th - 8th Teacher Created Institute	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

With the assistance of our local bond funds (Measure F and Measure G), Guerneville School is in exemplary condition. The district has partaken in many recent modernization projects that have had a measurable impact on our overall campus safety and energy efficiency. Most recently, we installed new flooring and cabinetry in our G-wing classrooms as well as a new Science Lab, STEAM Lab and Community Center. In the last two years we installed a campus-wide HVAC system, a new fire alarm system, updated classroom interiors, installed two new playgrounds, an outdoor fitness center, repaved all playground asphalt, employed all new energy efficient lighting, and a solar panel installation system.

In addition, we have made a number of required ADA improvements throughout the 12-acre campus in order to improve campus accessibility for all. We have begun installing a new security system and upgraded the district's entire technological infrastructure and access to technology. We continue to monitor ongoing facility needs, attend safety trainings and welcome various campus safety inspection opportunities on an ongoing basis. We work to reflect upcoming capital projects in the District's master facilities plan annually.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/15/18

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	53	54	42	44	50	50
Mathematics (grades 3-8 and 11)	42	45	30	29	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	186	183	98.39	1.61	54.10
Male	98	96	97.96	2.04	44.79
Female	88	87	98.86	1.14	64.37
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	57	56	98.25	1.75	39.29
Native Hawaiian or Pacific Islander					
White	109	107	98.17	1.83	64.49
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	140	137	97.86	2.14	45.26
English Learners	38	37	97.37	2.63	37.84
Students with Disabilities	29	29	100.00	0.00	10.34
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	186	184	98.92	1.08	44.57
Male	98	97	98.98	1.02	47.42
Female	88	87	98.86	1.14	41.38

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	57	57	100.00	0.00	28.07
Native Hawaiian or Pacific Islander					
White	109	107	98.17	1.83	54.21
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	140	138	98.57	1.43	36.23
English Learners	38	38	100.00	0.00	18.42
Students with Disabilities	29	29	100.00	0.00	13.79
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are always welcome and invited to participate in a variety of ways. They can help by volunteering in the classroom, or with Friends of Guerneville School (F.O.G.S.) our active parent group that coordinates events such as our community Halloween Carnival, Harvest Fair, and many other activities. F.O.G.S. has been instrumental in raising funds for our music program, garden program, and many other enrichment opportunities. We also have School Site Council, another active parent group, that meets regularly to offer suggestions and advisement on our schoolwide plans and LCAP goals. In addition to these committees, we also have AVID community nights as well as a Parent Engagement Booth during Parent Teacher Conferences and monthly Principal & Parent meetings to dialogue and discuss goals, events, and activities as well as gather parent input on school programs. For more information about Parental Involvement, contact the principal at 707.869.2864.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.1	7.1	1.5	4.1	0.9	1.7	3.6	3.5	3.5
Expulsions	0.0	0.3	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan was updated and reviewed by students, parents, members of Site Council, and faculty. The plan is regularly updated and presented to the Board of Trustees for approval at the April meeting. The comprehensive safety plan is available in the school office.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	2	1		24		2		26		1	
2	23		2		22		1		23		1	
3	25		1		21	1	1		24		2	
4	25		1						29		1	
5	25		3		26		2		21		1	
6	15	3	3		19	24			18	23		2
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	18	3	1		31		2	2	17	5	1	
Mathematics	20	2	1		28		4		21	4	2	
Science	24	2		1	31		2	2	21	4	2	
Social Science	24	2		1	31		2	2	24	3	2	1

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,670.79	$5,520.58	$7,150.21	$64,246
District	N/A	N/A	$7,150.21	$59,904.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,506.64	$64,941.00
Percent Difference - School Site and State	N/A	N/A	8.8	-16.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Guerneville Primary School provides many programs and opportunities for students to explore interests such as garden, middle school enrichments, TK-5 music, as well as choir and band for 6-8th grade students. We also support students with differentiated learning and intervention with programs such as LEXIA reading program and Dreambox math program. We have a Learning Center for TK-8 with credentialed Resource Specialists and MTSS support. We also have designated technology support, instruction, and acceleration with our use of Acellus and our continued schoolwide focus on AVID and STEAM education.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,873	$45,252
Mid-Range Teacher Salary	$62,035	$65,210
Highest Teacher Salary	$82,059	$84,472
Average Principal Salary (Elementary)	$108,465	$107,614
Average Principal Salary (Middle)	$0	$112,242
Average Principal Salary (High)	$0	$
Superintendent Salary	$151,450	$124,686
Percent of Budget for Teacher Salaries	25%	31%
Percent of Budget for Administrative Salaries	9%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	32	35	38

Staff members build ongoing teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. Various considerations, such as staff requests, student data analysis, parent feedback, stakeholder input, and evidenced-based practices are used to determine ongoing training.

Topics for staff development during the last 3 school years have included: social-emotional learning Toolbox implementation, math lesson study, technology, best practices for serving English Language Learners, Sustainability, Safe School Ambassadors, adaptive software (Lexia, Dreambox, and Acellus) implementation, standards based CCSS reporting, data analysis and progress monitoring, student equity, Restorative Practices, BEST Positive Behavior Interventions, and Supports through MTSS, AVID (Advancement Via Individual Determination) and School Emergency Preparedness Training.