

Geyserville New Tech Academy

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

| | | | |
|-----------------|--|--------------------|-----------------------------|
| Address: | 1300 Moody Ln. Geyserville, CA , 95441-9670 | Principal: | Jessica Glentzer, Principal |
| Phone: | (707) 857-3592 | Grade Span: | 6-12 |

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 and access to prior year reports, 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 the 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Jessica Glentzer, Principal

📍 Principal, Geyserville New Tech Academy

Contact

Geyserville New Tech Academy

1300 Moody Ln.

Geyserville, CA 95441-9670

Phone: [\(707\) 857-3592](tel:(707)857-3592)

Email: jglentzer@gusd.com

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

| | |
|-----------------------|--|
| District Name | Geyserville Unified |
| Phone Number | (707) 857-3592 |
| Superintendent | Bertolucci, Deborah |
| Email Address | dbert@gusd.com |
| Website | www.gusd.com |

School Contact Information (School Year 2024–25)

| | |
|--|--|
| School Name | Geyserville New Tech Academy |
| Street | 1300 Moody Ln. |
| City, State, Zip | Geyserville, CA , 95441-9670 |
| Phone Number | (707) 857-3592 |
| Principal | Jessica Glentzer, Principal |
| Email Address | jglentzer@gusd.com |
| Website | www.gusd.com |
| Grade Span | 6-12 |
| County-District-School (CDS) Code | 49707060129981 |

School Description and Mission Statement (School Year 2024–25)

Geyserville is approximately twenty miles north of Santa Rosa, CA in northern Sonoma County. It is an old farming community set in the valley and surrounded by vineyards. Its diverse population includes founding families, vineyard owners, land managers, laborers, seasonal workers, and people employed in a wide variety of occupations in Sonoma and the surrounding counties.

Mission Statement:

Geyserville New Tech Academy's goal is to guide its students through a meaningful and challenging standards-based curriculum. As a result, each graduate will become a lifelong learner, capable of developing and planning a course of action; and have the perseverance and competency to succeed. We foster this vision by ensuring each learning experience embodies at least one of the following:

*Knowledge and Thinking

Students reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

*Agency

Develop Growth Mindset: Students understand that they can grow their intelligence and skills through effort, practice, and challenge.

Take Ownership Over One's Learning: Students learn how to learn and monitor progress to be successful on tasks, school, and life.

*Written communication

Written Communication: Students effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.

*Oral communication

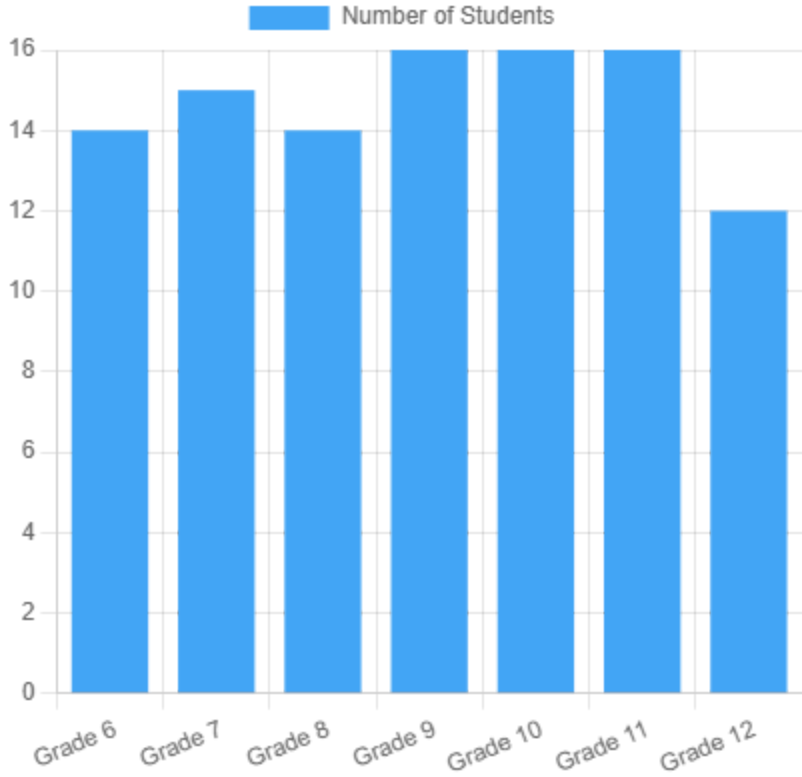
Oral Communication: Students communicate knowledge and thinking through effective oral presentations (Clarity, Evidence, Organization, Language Use, Use of Digital Media/Visual displays, presentation skills).

*Collaboration

Students are productive member of diverse teams through strong interpersonal communication and a commitment to shared success, leadership, and initiative.

Student Enrollment by Grade Level (School Year 2023–24)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 14 |
| Grade 7 | 15 |
| Grade 8 | 14 |
| Grade 9 | 16 |
| Grade 10 | 16 |
| Grade 11 | 16 |
| Grade 12 | 12 |
| Total Enrollment | 103 |



Student Enrollment by Student Group (School Year 2023–24)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 40.80% |
| Male | 59.20% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 1.00% |
| Asian | 0.00% |
| Black or African American | 0.00% |
| Filipino | 0.00% |
| Hispanic or Latino | 64.10% |
| Native Hawaiian or Pacific Islander | 0.00% |
| Two or More Races | 1.90% |
| White | 33.00% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners | 23.30% |
| Foster Youth | 0.00% |
| Homeless | 1.00% |
| Migrant | 17.50% |
| Socioeconomically Disadvantaged | 56.30% |
| Students with Disabilities | 17.50% |

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 Preparation and Placement (School Year 2020–21)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 8.60 | 81.90% | 15.10 | 84.99% | 228366.10 | 83.12% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 0.00 | 0.00% | 4205.90 | 1.53% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.20 | 1.90% | 0.20 | 1.12% | 11216.70 | 4.08% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.10 | 1.14% | 0.50 | 2.80% | 12115.80 | 4.41% |
| Unknown/Incomplete/NA | 1.50 | 14.98% | 1.90 | 11.09% | 18854.30 | 6.86% |
| Total Teaching Positions | 10.50 | 100.00% | 17.80 | 100.00% | 274759.10 | 100.00% |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 8.40 | 85.31% | 14.90 | 86.72% | 234405.20 | 84.00% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 0.00 | 0.00% | 4853.00 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 0.00 | 0.00% | 12001.50 | 4.30% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.80 | 8.65% | 1.20 | 7.48% | 11953.10 | 4.28% |
| Unknown/Incomplete/NA | 0.60 | 6.04% | 1.00 | 5.80% | 15831.90 | 5.67% |
| Total Teaching Positions | 9.90 | 100.00% | 17.20 | 100.00% | 279044.80 | 100.00% |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 9.70 | 92.61% | 16.20 | 93.32% | 231142.40 | 83.24% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 0.00 | 0.00% | 5566.40 | 2.00% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 0.00 | 0.00% | 14938.30 | 5.38% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.50 | 5.40% | 0.90 | 5.47% | 11746.90 | 4.23% |
| Unknown/Incomplete/NA | 0.20 | 1.89% | 0.20 | 1.15% | 14303.80 | 5.15% |
| Total Teaching Positions | 10.50 | 100.00% | 17.30 | 100.00% | 277698.00 | 100.00% |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

| Authorization/Assignment | 2020–21 Number | 2021–22 Number | 2022–23 Number |
|---|---------------------------|---------------------------|---------------------------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.20 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.20 | 0.00 | 0 |

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

| Indicator | 2020–21 Number | 2021–22 Number | 2022–23 Number |
|--|---------------------------|---------------------------|---------------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.10 | 0.80 | 0.5 |
| Total Out-of-Field Teachers | 0.10 | 0.80 | 0.5 |

Class Assignments

| Indicator | 2020– 21 Percent | 2021– 22 Percent | 2022– 23 Percent |
|--|------------------------|------------------------|------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00% | 0% | 0% |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00% | 0% | 0% |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

| Subject | List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|--|
| Reading/Language Arts | The following is from the most recent adoption: McDougal Littell | 0 |
| Mathematics | The following is from the most recent adoption: 6th: McGraw Hill California Math 7th - 8th: Open Up Math 9th-11th: Integrated 1-3 Math-Open Up High School Mathematics 12th: UC Scouts-Trig/Pre-Calculus or AP-Calculus | 0 |
| Science | The following is from the most recent adoption: 6-8: Holt 9: Integrated Science - Pearson 10: Modern Biology - Holt 11-12: Conceptual Physics - Prentice Hall Merrill Chemistry - Glencoe | 0 |
| History-Social Science | The following is from the most recent adoption: 6 Glencoe-Discovering Our Past 7-12 Glencoe | 0 |
| Foreign Language | The following is from the most recent adoption: Buen Viaje, Vista Higher Learning, National Textbook, Co. | 0 |
| Health | The following is from the most recent adoption: Glencoe Teen Health Course 1,2,3 | 0 |
| Visual and Performing Arts | NA | 0 |
| Science Lab Eqpmt (Grades 9-12) | N/A | 0 |

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

School Facility Conditions and Planned Improvements

Geyserville New Tech Academy has 8 classrooms, a Gymnasium, Cafeteria, Library, Computer Lap, Science Lab, Shop Building, Art Room, Weight Room and Culinary Arts building. This facility also includes Buena Vista High School, District Office and Maintenance Building. All facilities are in good condition.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2024

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| 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 | Portable Rm.16 has a small roof leak. No longer used as a classroom, used for office for Athletic Director. Roof in Shop has a small leak and is scheduled to be replaced by 2026. |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

| | |
|----------------|-----------|
| 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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2022– 23 | School 2023– 24 | District 2022– 23 | District 2023– 24 | State 2022– 23 | State 2023– 24 |
|--|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 34% | 40% | 39% | 42% | 46% | 47% |
| Mathematics (grades 3-8 and 11) | 21% | 14% | 25% | 28% | 34% | 35% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 58 | 57 | 98.28% | 1.72% | 40.35% |
| Female | 25 | 25 | 100.00% | 0.00% | 36.00% |
| Male | 33 | 32 | 96.97% | 3.03% | 43.75% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0% | 0% | 0% |
| Black or African American | 0 | 0 | 0% | 0% | 0% |
| Filipino | 0 | 0 | 0% | 0% | 0% |
| Hispanic or Latino | 40 | 40 | 100.00% | 0.00% | 35.00% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 0 | 0 | 0% | 0% | 0% |
| White | 17 | 16 | 94.12% | 5.88% | 50.00% |
| English Learners | 14 | 14 | 100.00% | 0.00% | 7.14% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 35 | 34 | 97.14% | 2.86% | 26.47% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 58 | 57 | 98.28% | 1.72% | 14.04% |
| Female | 25 | 25 | 100.00% | 0.00% | 4.00% |
| Male | 33 | 32 | 96.97% | 3.03% | 21.88% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0% | 0% | 0% |
| Black or African American | 0 | 0 | 0% | 0% | 0% |
| Filipino | 0 | 0 | 0% | 0% | 0% |
| Hispanic or Latino | 40 | 40 | 100.00% | 0.00% | 7.50% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 0 | 0 | 0% | 0% | 0% |
| White | 17 | 16 | 94.12% | 5.88% | 25.00% |
| English Learners | 14 | 14 | 100.00% | 0.00% | 0.00% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 35 | 34 | 97.14% | 2.86% | 17.65% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2022–23 | School 2023–24 | District 2022–23 | District 2023–24 | State 2022–23 | State 2023–24 |
|--|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8, and high school) | 6.06% | 21.43% | 6.12% | 24.56% | 30.29% | 30.73% |

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group
Grades Five, Eight and High School (School Year 2023–24)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 44 | 43 | 97.73% | 2.27% | 21.43% |
| Female | 19 | 19 | 100.00% | 0.00% | 16.67% |
| Male | 25 | 24 | 96.00% | 4.00% | 25.00% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 0 | 0 | 0% | 0% | 0% |
| Black or African American | 0 | 0 | 0% | 0% | 0% |
| Filipino | 0 | 0 | 0% | 0% | 0% |
| Hispanic or Latino | 29 | 28 | 96.55% | 3.45% | 7.41% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 0 | 0 | 0% | 0% | 0% |
| White | 15 | 15 | 100.00% | 0.00% | 46.67% |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 23 | 22 | 95.65% | 4.35% | 19.05% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

GNTA is committed to training tomorrow's workforce and providing hands-on learning environments for students with interest in post-high school careers. We offer an AG/Tech CTE course that is A-G. We also offer Robotics, A-G. Integrated Science 1 and 2 also incorporate CTE prep.

These programs and classes are integrated with academic courses and support academic achievement. For example, Construction/Agriculture includes plant and soil science, as well as units on forestry, sustainable practices along with the technical skills welding, carpentry, landscaping, greenhouse work. Garden composts waste from school cafeteria. Culinary cooks with fruits and vegetables grown in garden. The Culinary class learns kitchen knife skills. Students complete a CA Food Handler certification course embedded in the Culinary course. Students who take a leadership role in our program have the opportunity to join Construction Corp, a conduit from construction classes in the County to real construction jobs. Students in all shop classes take on challenging group and individual projects which demonstrate their understanding of the concepts related to building engineering, design and safe tool handling. Our unique situation at GNTA makes it possible for students to take shop classes for several years and amass a serious body of work and gain a working knowledge of tools and technical skills used in the building trades and design professions. Students can build projects for the Cloverdale Citrus Fair, sell or display work on campus. To assess the student's knowledge of safety procedures, everyone enrolled in shop must take hands-on and written tests to get safety clearances for tools and equipment. Culinary students have had support from our local community with jobs in food industry. Students are able to see how academic content is applicable in the real world and can be used to further their career development.

The school addresses the needs of all students in career preparation and/or preparation for work by providing small class sizes that provides the opportunity to differentiate curriculum for ELLs as well as students with disabilities. Students constantly uses knowledge gained to create. This provides a unique learning opportunity that is appreciated by all students.

The measurable outcomes for CTE courses relate to the LCAP Goal #2 Increase student achievement and engagement. The measurable outcomes related to this LCAP goal include: 100% Course Access, 0% Dropout Rate, >90% graduation rate.

CTE (Local Data)

of CTE classes enrollment

2023-2024: 59

-Innovate Ag: 35

-Ag Tech: 14

Career Technical Education (CTE) Participation (School Year 2023–24)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 50 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | -- |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | -- |

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

| UC/CSU Course Measure | Percent |
|---|----------------|
| 2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission | 100.00% |
| 2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission | 50.00% |

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 area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|--------------|--|--|---|---|-------------------------------------|
| 7 | 93% | 100% | 100% | 100% | 100% |
| 9 | 0% | 0% | 0% | 0% | 0% |

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

We love having parents and community members support our students in their learning and success. The district offers many opportunities for parent involvement. Parents are encourage to participate in one or more of the following: surveys, School Site Council, Boosters Club, Geyserville Educational Foundation, and DELAC (District English Learner Advisory Committee). In addition, support from the Geyserville Kiwanis, Geyserville Chamber of Commerce and Geyserville Oddfellows impacts our students in extraordinary ways.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

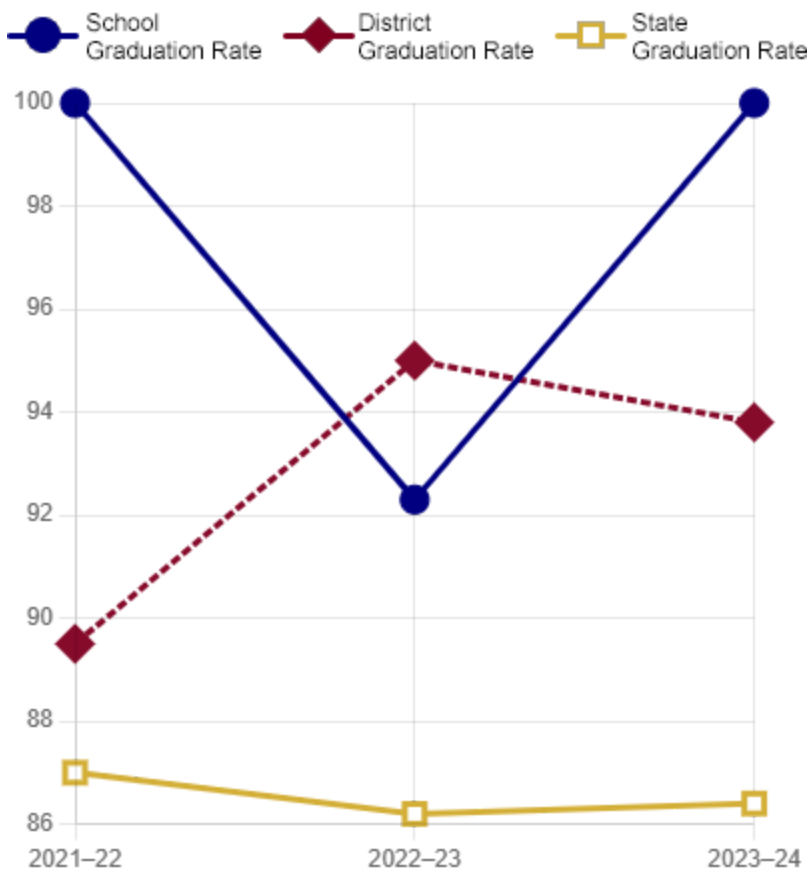
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

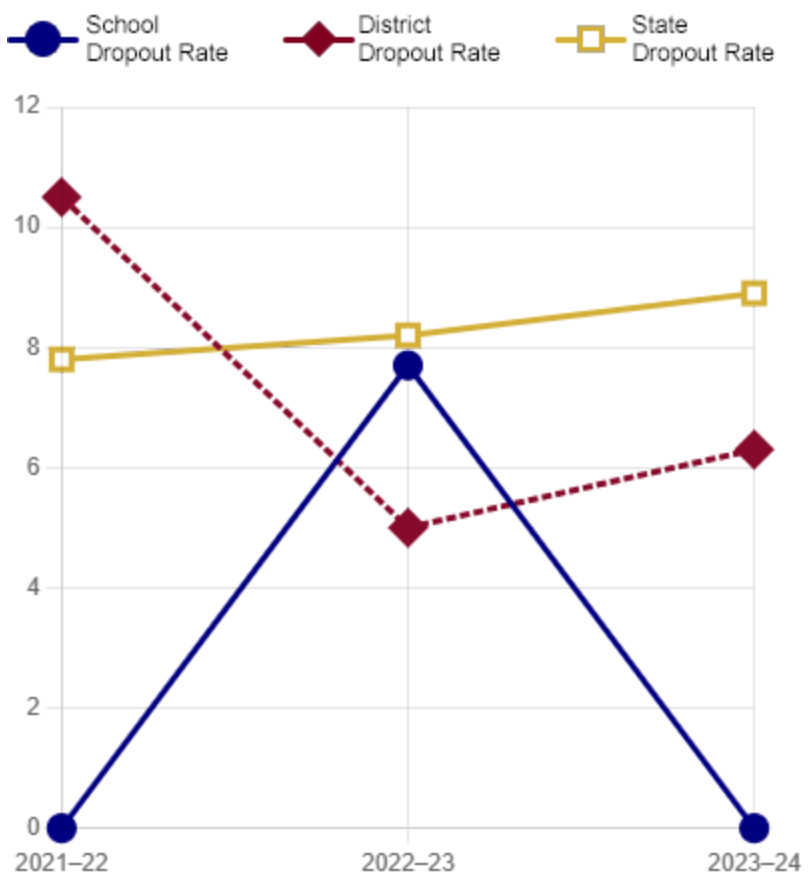
| Indicator | School 2021– 22 | School 2022– 23 | School 2023– 24 | District 2021– 22 | District 2022– 23 | District 2023– 24 | State 2021– 22 | State 2022– 23 | State 2023– 24 |
|-----------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Graduation Rate | 100.0% | 92.3% | 100.0% | 89.5% | 95.0% | 93.8% | 87.0% | 86.2% | 86.4% |
| Dropout Rate | 0.0% | 7.7% | 0.0% | 10.5% | 5.0% | 6.3% | 7.8% | 8.2% | 8.9% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|-------------------------------------|-----------------------------------|-------------------------------|
| All Students | 13 | 13 | 100.0% |
| Female | -- | -- | -- |
| Male | -- | -- | -- |
| Non-Binary | 0.0 | 0.0 | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.00% |
| Asian | 0 | 0 | 0.00% |
| Black or African American | 0 | 0 | 0.00% |
| Filipino | 0 | 0 | 0.00% |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00% |
| Two or More Races | 0 | 0 | 0.00% |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0% |
| Homeless | 0.0 | 0.0 | 0.0% |
| Socioeconomically Disadvantaged | 12 | 12 | 100.0% |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | -- | -- | -- |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 114 | 106 | 44 | 41.5% |
| Female | 45 | 42 | 19 | 45.2% |
| Male | 69 | 64 | 25 | 39.1% |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 74 | 69 | 27 | 39.1% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 36 | 33 | 15 | 45.5% |
| English Learners | 26 | 26 | 12 | 46.2% |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 64 | 61 | 28 | 45.9% |
| Students Receiving Migrant Education Services | 19 | 18 | 4 | 22.2% |
| Students with Disabilities | 20 | 19 | 5 | 26.3% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021– 22 | School 2022– 23 | School 2023– 24 | District 2021– 22 | District 2022– 23 | District 2023– 24 | State 2021– 22 | State 2022– 23 | State 2023– 24 |
|-------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Suspensions | 6.35% | 6.96% | 3.51% | 3.98% | 4.98% | 2.28% | 3.17% | 3.60% | 3.28% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.07% | 0.08% | 0.07% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 3.51% | 0% |
| Female | 0% | 0% |
| Male | 5.8% | 0% |
| Non-Binary | 0% | 0% |
| American Indian or Alaska Native | 0% | 0% |
| Asian | 0% | 0% |
| Black or African American | 0% | 0% |
| Filipino | 0% | 0% |
| Hispanic or Latino | 4.05% | 0% |
| Native Hawaiian or Pacific Islander | 0% | 0% |
| Two or More Races | 0% | 0% |
| White | 2.78% | 0% |
| English Learners | 7.69% | 0% |
| Foster Youth | 0% | 0% |
| Homeless | 0% | 0% |
| Socioeconomically Disadvantaged | 4.69% | 0% |
| Students Receiving Migrant Education Services | 0% | 0% |
| Students with Disabilities | 0% | 0% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

Geyserville New Tech Academy provides for all students an exceptionally positive and safe learning environment. Students take part in keeping the grounds litter free and participate in school clean-up days. The comprehensive school plan includes an evacuation and drill manual, which is reviewed annually by all staff. Inspections by the local fire chief takes place twice a year to address code compliance and assure that the facilities are safe for students, staff and others. Emergency kits have been supplied for each classroom and office area. Evacuation and fire drills are held at a minimum of one per quarter. The Safety Plan was last updated and reviewed by the board in February 2024 (and will be reviewed and updated in February 2025) .

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 (Secondary) (School Year 2021–22)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|--|---|---|
| English Language Arts | 11.00 | 5 | | |
| Mathematics | 9.00 | 7 | | |
| Science | 14.00 | 3 | | |
| Social Science | 12.00 | 5 | | |

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|--|---|---|
| English Language Arts | 8.00 | 8 | 0 | 0 |
| Mathematics | 5.00 | 9 | 0 | 0 |
| Science | 19.00 | 2 | 0 | 0 |
| Social Science | 9.00 | 5 | 0 | 0 |

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|--|---|---|
| English Language Arts | 8.00 | 6 | | |
| Mathematics | 6.00 | 10 | | |
| Science | 15.00 | 3 | | |
| Social Science | 15.00 | 3 | | |

* 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 Pupils to Academic Counselor (School Year 2023–24)

| Title | Ratio |
|-------------------------------|--------------|
| Pupils to Academic Counselor* | 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 2023–24)

| 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 | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other** | 0.00 |

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$18812.00 | \$627.80 | \$18184.00 | \$75159.00 |
| District | N/A | N/A | \$4814.00 | \$84591.00 |
| Percent Difference – School Site and District | N/A | N/A | 116.30% | -11.80% |
| State | N/A | N/A | \$10770.62 | \$78673.00 |
| Percent Difference – School Site and State | N/A | N/A | 51.20% | -4.60% |

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

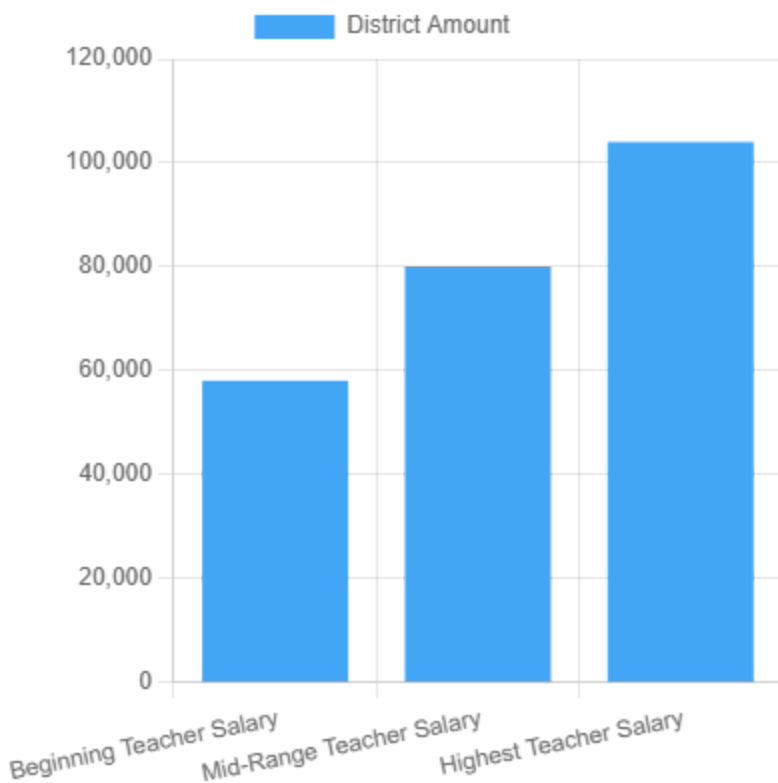
Types of Services Funded (Fiscal Year 2023–24)

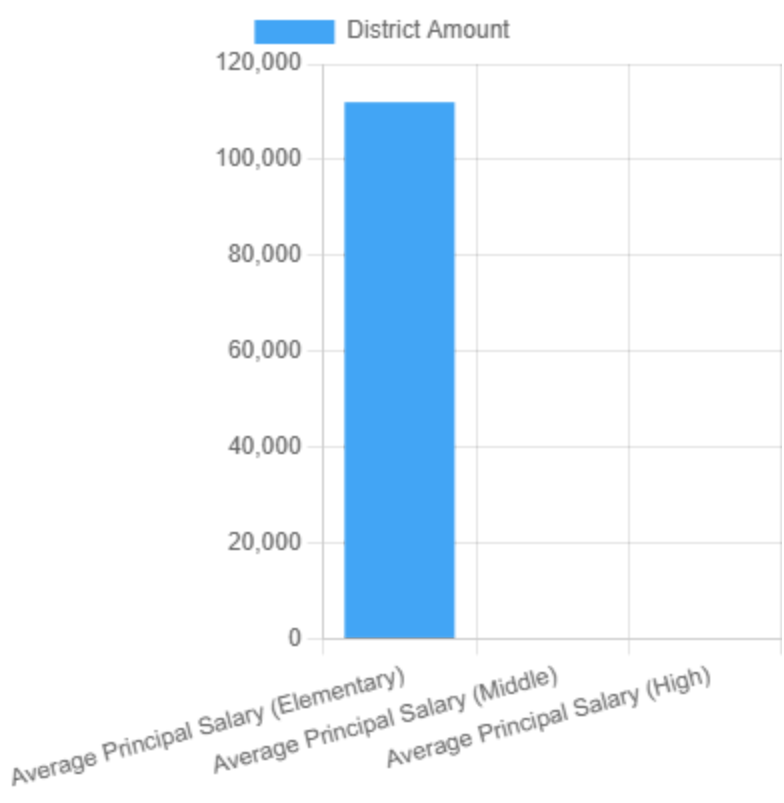
Geyserville New Tech Academy uses project-based learning (PBL) approach. A strong focus on self-directed learning and learner outcomes promotes trust, respect and responsibility. Working on projects as teams makes students accountable to each other and reflects what they will experience in the work environment. Education and learning should be about empowering students to reach their goals and dreams. Students must have the opportunity to apply the knowledge and skills in familiar and unfamiliar ways to continue their learning and build their confidence. PBL embodies a culture of support and empowerment. By engaging, equipping and empowering students, they acquire the knowledge, skills and attributes to be successful in college, careers and life. The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals. Geyserville New Tech Academy also offers a study skills early intervention program for Middle school students.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$58087.00 | \$50757.32 |
| Mid-Range Teacher Salary | \$79963.00 | \$75692.82 |
| Highest Teacher Salary | \$104022.00 | \$105686.82 |
| Average Principal Salary (Elementary) | \$112016.00 | \$121443.25 |
| Average Principal Salary (Middle) | \$0.00 | \$132508.80 |
| Average Principal Salary (High) | \$0.00 | \$133106.36 |
| Superintendent Salary | \$136302.00 | \$167660.24 |
| Percent of Budget for Teacher Salaries | 31.97% | 25.51% |
| Percent of Budget for Administrative Salaries | 5.94% | 5.93% |

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





Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 0 %

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered* | 0 |

* Where there are student course enrollments of at least one student.

Professional Development

Staff also have early release days on Wednesday to have site specific staff development.

Most currently, our PD focus has been implementing writing across content areas. We are using AVID strategies for engagement and structures for collaboration to get ALL students writing. Teachers are working on bringing in more use of rubrics, clear goal setting, and student self-assessment (as a build in/continuation of of last year's UDL focus). The 23-24 UDL focus of goal setting and self-assessment folds naturally into our 24-25 strengthening writing skills in all content areas.

| Measure | 2022– 23 | 2023– 24 | 2024– 25 |
|---|-------------|-------------|-------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 27 | 27 | 27 |