

Summerville Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Summerville Elementary School
Street	18451 Carter St.
City, State, Zip	Tuolumne, CA 95379-9715
Phone Number	209.928.4291
Principal	Mitch Heldstab
E-mail Address	mheldstab@sumel.org
Web Site	www.sumel.k12.ca.us
CDS Code	55724056054936

District Contact Information	
District Name	Summerville Elementary School District
Phone Number	209.928.4291 ext. 4295
Superintendent	Leigh Shampain
E-mail Address	lshampain@sumel.org
Web Site	www.sumel.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

SUMMERVILLE ELEMENTARY SCHOOL DISTRICT

MISSION STATEMENT AND GOALS

The mission of the Summerville Elementary School District is to provide each student with the opportunity to acquire knowledge and skills, an attitude of respect for self and others and a continuing desire for personal growth.

GOALS

1. School Environment

- a. Positive, non-threatening environment with consistent discipline,
- b. Students will learn the value of respecting oneself, each other and authority (life skills),
- c. Pro-active interventions for at risk students,
- d. Strive for optimum class sizes.

2. Curriculum and Assessment

- a. The use of the California State Standards will guide the teaching of the district-adopted curriculum, assessment tools and use of technology in the classroom.
- b. Standardized curriculum to ensure readiness of students to meet high school entrance requirements,
- c. Students will meet eighth grade proficiency standards for graduation.

3. Coordination of School District and Community

- a. Articulation and coordination of curriculum with other county schools, as well as the State of California,
- b. Volunteerism – students volunteering in the community and on campus
- c. Recruit and encourage business and professional interaction with the school district.

School Profile

Summerville Elementary School is a kindergarten through eighth grade school. Twenty-one certificated classroom teachers, a Title 1, two Special Education teachers, a principal, support and maintenance workers staff the school. There is also a free after school program on campus which is open until 6:00 p.m. In 2017-18, the Title 1 program employed one full-time teacher and one part-time paraprofessional. The staff also included: a school counselor for one day a week, five part-time instructional aides, who work with Special Education children, three part-time instructional aides in the regular education classrooms, and one Indian Education Coordinator.

The school offers many different educational programs to meet the needs of our students. Many children get supplemental help during and after the school day. Among these programs are Title 1, Speech and Language services, art, adaptive P.E., a library and a computer lab. Title VII (Indian Education) tutoring, after school remediation, and tutoring/homework help is provided to students enrolled in the After-School Program. As you can see, we seek to serve our students in many different ways.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	58
Grade 1	31
Grade 2	56
Grade 3	41
Grade 4	55
Grade 5	39
Grade 6	41
Grade 7	42
Grade 8	31
Total Enrollment	394

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	9.1
Asian	0.0
Filipino	0.0
Hispanic or Latino	18.0
Native Hawaiian or Pacific Islander	0.0
White	63.5
Socioeconomically Disadvantaged	49.0
English Learners	0.3
Students with Disabilities	15.0
Foster Youth	0.5

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	20	19	20	20
Without Full Credential	1	2	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	2	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	2	1
Vacant Teacher Positions	0	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 2018-19)

Year and month in which data were collected: 09/2018

Summerville Elementary held a public hearing on August 7, 2018, and determined that the school had 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 instructional materials are adopted according to a cycle developed by the California 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 the teachers and principal. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2018 about the quality and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Journeys K-5 Adopted 2016 McMillian McGraw Hill - StudySync ELA Grades 6-8 Adopted 2016	Yes	0.0%
Mathematics	Envision 2.0 Grades K-5 Pearson Adopted 2018 Big Ideas Math Grades 6-8 Houghton Mifflin Adopted 2015	Yes	0.0%
Science	Harcourt Adopted 2007 Prentice Hall Adopted 2001	Yes	0.0%
History-Social Science	History Alive Grades 6-8 Adopted 2018 Houghton Mifflin Adopted 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Summerville Elementary was originally constructed in 1906 and is comprised of 25 classrooms, gym, multipurpose room/cafeteria, library, staff lounge, computer lab, and playgrounds. Last year, the district used Proposition 39 funds to replace a number of HVAC units and upgraded the outdoor and classroom lighting with LED bulbs.

Cleaning Process: The Superintendent works daily with the custodial and maintenance staff of 4 (2 full-time and 3 part-time employees) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. **Maintenance and Repair** District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. **Deferred Maintenance Budget** The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2018/19 school year the district allocated \$28,600 for deferred maintenance program.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 9/3/2018		
System Inspected	Repair Status	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	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/3/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	43.0	42.0	43.0	42.0	48.0	50.0
Mathematics (grades 3-8 and 11)	33.0	31.0	33.0	31.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	255	246	96.47	42.28
Male	143	137	95.80	41.61
Female	112	109	97.32	43.12
Black or African American	--	--	--	--
American Indian or Alaska Native	25	23	92.00	34.78
Hispanic or Latino	46	43	93.48	37.21
White	163	159	97.55	43.40
Two or More Races	19	19	100.00	52.63
Socioeconomically Disadvantaged	128	123	96.09	35.77
English Learners	--	--	--	--
Students with Disabilities	42	37	88.10	13.51

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	255	248	97.25	30.65
Male	143	138	96.5	31.88
Female	112	110	98.21	29.09
Black or African American	--	--	--	--
American Indian or Alaska Native	25	24	96	29.17
Hispanic or Latino	46	44	95.65	29.55
White	163	159	97.55	30.19
Two or More Races	19	19	100	42.11
Socioeconomically Disadvantaged	128	125	97.66	25.6
English Learners	--	--	--	--
Students with Disabilities	42	38	90.48	7.89

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7	36.1	30.6
7	4.9	22.0	56.1

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.

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 2018-19)

An important aspect of Summerville Elementary School's operation is the involvement of the parents and the local community. Teachers, staff and administration maintain an "open door" policy. Parents and community members interested in assisting at school are always welcome. Last year, volunteers logged over 4000 hours working with students. Additionally, we know that many other hours were spent and were not recorded. We continue to ask for and appreciate volunteers. The administration would also like to acknowledge the special work done by the School Site Council and the Parent Teacher Student Association (PTSA).

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Summerville Elementary at 928-4291.

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	5.3	7.1	0.7	5.3	7.1	0.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Safety of students and staff is a primary concern of Summerville 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 by March 2018 by the School Safety Committee. All revisions were communicated to 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 regular basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school by certificated staff and classified staff, and classified staff and the principal supervise students during lunch. Certificated staff and classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are required to sign in at the office during school hours.

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	6	3		18	9			17	10		
1	23		4		16	11			16	3	4	
2	20	1	4		13	7			18	2	4	
3	18	8			17	7	4		18	7	2	
4	19	3	4		16	4	4		23	1	6	
5	21	4	2	3	16	5	4		16	13	1	3
6	15	17			19	8	7		17	12	2	2
Other	2	1							11	2		

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.3	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,900	\$1762	\$8,138	\$64,521
District	N/A	N/A	\$8,138	\$64,521
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	13.3	2.0

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 2017-18)

In addition to general state funding, Summerville Elementary receives state and federal funding for the following categorical funds and other support programs:

Title VI - Small Rural Achievement Grant

Impact Aid/Title X (Federal)

ACES After School Grant

American Indian Early Childhood Education (AIECE) Grant

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,375
Mid-Range Teacher Salary		\$65,926
Highest Teacher Salary		\$82,489
Average Principal Salary (Elementary)		\$106,997
Average Principal Salary (Middle)		\$109,478
Average Principal Salary (High)		
Superintendent Salary		\$121,894
Percent of Budget for Teacher Salaries	33.0	32.0
Percent of Budget for Administrative Salaries	8.0	7.0

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

Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. Staff Development in 2017/18 offered training for teachers in the following areas: Multi-Tiered System of Support (MTSS), Response to Intervention (RTI), technology Integration and application support, special education (i.e., Autism), and Common Core Standards and Effective Teaching Strategies. Prior to the start of the 2018-19 school year, teachers in grade K-5 received training in the use of the Envision 2.0, the new Math curriculum.