Summerville Elementary School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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.

2022-23 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	Ben Howell
Email Address	DistrictOffice@sumel.org
School Website	www.sumel.k12.ca.us
County-District-School (CDS) Code	55724056054936

2022-23 District Contact Information

District Name	Summerville Elementary School District
Phone Number	209-928-4291
Superintendent	Ben Howell
Email Address	DistrictOffice@sumel.org
District Website Address	www.sumel.k12.ca.us

2022-23 School Overview

SCHOOL OVERVIEW
Summerville Elementary School is a kindergarten through eighth-grade school. Twenty-two certificated classroom teachers conduct learning on campus each day. The teaching team includes a Title 1 reading intervention program, three Special Education teachers, a full-time guidance counselor, an assistant principal, and a superintendent/principal. School operations are supported by a maintenance/custodial team, a cafeteria staff, and an office staff in both the central school office and district office. The school also offers a free after-school program on campus, which is open until 6:00 p.m. Monday through Friday during the school year. The Title 1 program employs one full-time teacher and one part-time paraprofessional. The staff is also supported by a mental health clinician for one day a week staff from the Tuolumne Me-Wuk Indian Health Center. Eight part-time instructional aides work with Special Education children, three part-time instructional aides who support students in the regular education classrooms, and one Indian Education Coordinator with one Indian Education Parapforessional. The school also coordinates with an educational support facility located on the Tuolumne Me-Wuk Reservation. One instructional aide from the Blue House visit and observe classrooms with students to help support students who receive educational support from the Blue House.

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 physical education, a library, and a computer lab. After School Remediation, Title VII (Indian Education) tutoring and tutoring/homework help is provided to students enrolled in the After-School Program. These programs are currently observing a modified schedule under the Fall 2020 Education Plan. The school seeks to serve students in many different ways.

SUMMERVILLE ELEMENTARY SCHOOL DISTRICT
MISSION STATEMENT AND GOALS

The Summerville Elementary School District's mission 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

2022-23 School Overview

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 the 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	36
Grade 2	43
Grade 3	57
Grade 4	42
Grade 5	37
Grade 6	42
Grade 7	39
Grade 8	55
Total Enrollment	409

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	48.2
American Indian or Alaska Native	8.3
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	15.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	9.3
White	63.3
English Learners	0.7
Foster Youth	0.0
Homeless	1.2
Migrant	0.0
Socioeconomically Disadvantaged	41.6
Students with Disabilities	15.6

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

2020-21 Teacher Preparation and Placement

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)	18.30	92.71	18.30	92.71	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	3.60	0.70	3.60	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	1.42	0.20	1.42	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.41	0.00	0.41	12115.80	4.41
Unknown	0.30	1.77	0.30	1.77	18854.30	6.86
Total Teaching Positions	19.70	100.00	19.70	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.

2021-22 Teacher Preparation and Placement

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	2021-22
Permits and Waivers	0.00	
Misassignments	0.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Summerville Elementary held a public hearing on September 13, 2022, 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 2022 about the quality and availability of the standards-aligned textbooks and other instructional materials used at the school. . More information about future textbook adoptions will be posted later this school year.

Year and month in which the data were collected	September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Journeys Grades K-5 Adopted 2016 McMillian McGraw Hill - StudySync ELA Grades 6-8 Adopted 2016	Yes	0.0%
Mathematics	Pearson - Envision 2.0 Grades K-5 Adopted 2018 Houghton Mifflin - Big Ideas Math Grades 6-8 Adopted 2015	Yes	0.0%
Science	Amplify Science Adopted 2021	Yes	0.0%
History-Social Science	Teacher Created Materials – Exploring Social Studies: California Edition GradesTK-3 Adopted May 2019 Pearson – myWorld Interactive Grades 4-5 Adopted May 2019 Studies Weekly Grades 4-5 Adopted May 2019 History Alive Grades 6-8 Adopted 2018	Yes	0.0%

School Facility Conditions and Planned Improvements

Summerville Elementary was originally constructed in 1906 and is comprised of 25 classrooms, a gym, a multipurpose room/cafeteria, a library, a staff lounge, a computer lab, and playgrounds. In 2019, the district used Proposition 39 funds to replace a number of HVAC units and upgraded the outdoor and classroom lighting with LED bulbs. Future campus renovation is a goal of the school leadership team.

Cleaning Process
The maintenance and operations director 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 the school and all other district sites. A summary of these standards are available at the district office for review. All standards have been modified and adapted to meet the cleaning and sanitation requirements as outlined by the California Department of Health and CalOSHA. More information about these standards can be found in the District's Fall 2020 Education Plan posted on the District Website.

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. The highest priority is 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.

Year and month of the most recent FIT report	11/14/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	46	N/A	46	N/A	47
Mathematics (grades 3-8 and 11)	N/A	33	N/A	33	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	263	97.05	2.95	46.39
Female	147	143	97.28	2.72	48.25
Male	124	120	96.77	3.23	44.17
American Indian or Alaska Native	22	20	90.91	9.09	40.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	40	39	97.50	2.50	43.59
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	28	28	100.00	0.00	42.86
White	180	175	97.22	2.78	48.57
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	84	79	94.05	5.95	27.85
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	53	49	92.45	7.55	16.33

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	263	97.05	2.95	33.46
Female	147	143	97.28	2.72	30.77
Male	124	120	96.77	3.23	36.67
American Indian or Alaska Native	22	20	90.91	9.09	20.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	40	39	97.50	2.50	28.21
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	28	28	100.00	0.00	28.57
White	180	175	97.22	2.78	37.14
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	84	79	94.05	5.95	21.52
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	53	49	92.45	7.55	8.16

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	20	27.06	20	27.06	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	85	96.59	3.41	27.06
Female	40	39	97.5	2.5	33.33
Male	48	46	95.83	4.17	21.74
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	18	17	94.44	5.56	17.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	58	56	96.55	3.45	32.14
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	18	90	10	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	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
Grade 5	94%	91%	91%	91%	91%
Grade 7	98%	98%	95%	98%	98%
Grade 9	NA	NA	NA	NA	NA

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.

2022-23 Opportunities for Parental Involvement

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. Many other volunteer hours were invested in supporting our students that 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 Summerville Parent Teacher Student Association (PTSA).

Contact Information
Parents or community members who wish to participate in leadership teams, school committees, and school activities or become a volunteer may contact Summerville Elementary at 209-928-4291.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	456	428	227	53.0
Female	231	218	115	52.8
Male	224	209	111	53.1
American Indian or Alaska Native	38	36	23	63.9
Asian	0	0	0	0.0
Black or African American	3	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	69	68	48	70.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	44	40	23	57.5
White	287	270	124	45.9
English Learners	3	3	1	33.3
Foster Youth	2	2	1	50.0
Homeless	11	11	10	90.9
Socioeconomically Disadvantaged	205	196	131	66.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	90	88	47	53.4

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.24	0.24	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.96	1.97	0.96	1.97	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.97	0.00
Female	1.30	0.00
Male	2.68	0.00
American Indian or Alaska Native	5.26	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.35	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.05	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.93	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.11	0.00

2022-23 School Safety Plan

The safety of students and staff is a primary concern of Summerville Elementary. The school and district is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on March 2022 by the School Safety Committee and approved by the Governing Board. 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, disaster, and shelter-in-place drills are conducted on a regular basis throughout the school year. Students are supervised before and after school by certificated staff and classified staff. 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

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	8	8	
1	16	5	8	
2	16	13		
3	11	17		
4	14	12	5	
5	12	13	5	
6	16	9	14	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	16		
1	11	16		
2	17	5	10	
3	16	9	4	
4	11	11	5	
5	13	13	3	
6	14	19	1	
Other	2	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	21		
1	12	12		
2	15	7	8	
3	18	6	10	
4	12	11	4	
5	10	13	5	
6	11	17	2	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,904	$3,340	$8,565	$62,198
District	N/A	N/A	$8,565	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$6,594	$74,053
Percent Difference - School Site and State	N/A	N/A	26.0	-17.4

2021-22 Types of Services Funded

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

- Title I - Basic Grant
- Title IIa - Supporting Effective Instruction Grant
- Title IVa - Student Support and Academic Achievement Grant
- Title V - Rural and Low-Income School Program
- Title VI - Indian Education
- Title VII - Impact Aid (Federal)
- ACES After School Grant
- American Indian Early Childhood Education (AIECE) Grant

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		$46,844
Mid-Range Teacher Salary		$73,398
Highest Teacher Salary		$93,345
Average Principal Salary (Elementary)		$116,457
Average Principal Salary (Middle)		$122,115
Average Principal Salary (High)		
Superintendent Salary		$136,296
Percent of Budget for Teacher Salaries	32%	30%
Percent of Budget for Administrative Salaries	8%	6%

Professional Development

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 2022-23 offered training time for teachers centered around department and grade-level collaboration. Training and professional development support this year has been provided in the following areas: Positive Behavior Interventions and Supports (PBIS), Response to Intervention (RTI), Social-Emotional Learning Support (SEL), technology integration and application support, special education (i.e., Autism and dyslexia), and Common Core Standards and Effective Teaching Strategies. Prior to the start of the 2022-2023 school year, teachers in grades K-5 received follow-up support and training in the use of the Next Generation Science Standards and the newly adopted science curriculum.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	4	3