



# Summerville Elementary School

18451 Carter St Tuolumne, CA 95379 • (209) 928-4291

Leigh Shampain, Superintendent/Principal

## School Accountability Report Card

### Mission Statement

Our school motto is, "Together We Can Make It Happen."

### School Profile

Summerville Elementary School is a kindergarten through eighth grade school. Twenty-three certificated classroom teachers, a Title 1 and two Special Education teachers staff the school. There is also a free after school program on campus which is open until 6:00 p.m. The Title 1 program employs one full-time teacher, one part-time teacher and two part time Aides. The staff also includes: four full-time instructional aides, who work with Special Education children, fourteen part-time instructional aides, one Title IX instructional aide, a full time Director of Transportation and Maintenance, 3 part-time custodians/ maintenance people, two bus drivers, two full-time food service workers, one county speech-language therapist, one part-time county psychologist, two secretaries, an administrative assistant, a part-time clerk and two full time administrators.

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 activities for Gifted and Talented Education (GATE), Title 1, Speech and Language services, music, adaptive P.E., a library and a computer lab. Title IX (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 Ethnic Group

2007-08

	Percentage
African American	1.8%
American Indian	12.6%
Asian	0.8%
Caucasian	71.1%
Filipino	0.3%
Hispanic or Latino	12.9%
Pacific Islander	0.5%
Multiple or No Response	0.0%

### Discipline & Climate for Learning

The school climate is highly conducive to learning. Classrooms are neat, attractively decorated and well equipped. Our goal at Summerville Elementary School is to train students by instruction and correction of behaviors that lead our students to increasing their self-control and the development of their character. We want to prepare students to become stable, healthy, and productive citizens. Along with academic development we realize that character development is highly important.

We constantly strive to praise and reward positive behaviors. When a student chooses to disregard the school rules the parent is notified through a "Behavior Citation." The consequences of this negative behavior may include time out from class or the playground, detention, or suspension from class/school.

Parents and students are informed of school rules and discipline policies through the Parent/Student handbook, which is sent home at the beginning of the year, and newsletters, which are sent home twice a month.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: (enter list). The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: basketball, wrestling, volleyball and track. The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies by their classroom teacher.



#### Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	21	22	21	0	0	21
Suspension Rate	5.1%	5.7%	5.4%	0.0%	0.0%	5.4%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from instructional aides. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size		Classrooms Containing:										
		1-20 Students			21-32 Students			33+ Students				
06	07	08	06	07	08	06	07	08	06	07	08	
By Grade Level												
K	23	19	19	1	2	2	1	-	-	-	-	-
1st	22	17	21	-	3	1	1	-	1	-	-	-
2nd	20	17	21	1	1	1	-	-	1	-	-	-
3rd	20	19	14	2	2	1	1	-	1	-	-	-
4th	32	18	29	-	2	-	1	-	1	-	-	-
5th	32	22	23	-	-	-	1	2	1	-	-	-
K-3	21	17	19	-	1	1	1	-	1	-	-	-
4-8	30	-	-	-	-	-	1	-	-	-	-	-
By Subject Area												
English	20	19	17	10	10	9	6	6	3	-	-	-
Math	25	22	21	2	3	4	4	3	1	-	-	-
Science	24	23	23	-	1	3	6	5	3	-	-	-
Social Science	25	30	28	-	1	3	8	5	3	1	-	2

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Summerville Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

CSR Participation			
	2005-06	2006-07	2007-08
K	50%	100%	-
1st	-	100%	-
2nd	100%	100%	-
3rd	67%	100%	-
K-3	-	100%	-



## Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

### Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	56	38	37
1st	31	52	41
2nd	43	29	52
3rd	39	44	30
4th	47	35	46
5th	48	47	41
6th	49	41	45
7th	47	47	46
8th	48	50	50

## Instructional Time (includes Minimum days)

For the 2007/08, Summerville Elementary offered 180 days of instruction, comprised of 173 regular days. The additional 5 minimum days were utilized for Parent/Teacher Conferences and teacher meetings. The calendar also had two early released days per month throughout the year used for staff meetings and teacher inservice days. The early released days were possible by teaching an extra 7 minutes per day. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

### Instructional Minutes By Grade Level

	Minutes Required	Actual Minutes
K	36,000	37,800
1st	50,400	50,400
2nd	50,400	50,400
3rd	50,400	50,400
4th	54,000	55,800
5th	54,000	54,000
6th	54,000	54,000
7th	54,000	57,800
8th	54,000	57,800

## Curriculum Development

All curriculum development in the Summerville Elementary is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Superintendent. The curriculum is aligned with the state standards, district goals, and the statewide assessment program. During the 2007/08, changes to the curriculum included: the adoption of a new math curriculum in grades K-8.

## Instructional Materials

Summerville Elementary held a Public Hearing on August 11, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available.

Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	Mathematics	Prentice Hall	2003	Yes	0.0%
K-6	Mathematics	Saxon	2001	Yes	0.0%
K-5	Reading Language Arts	Houghton Mifflin	2001	Yes	0.0%
6th-8th	Reading Language Arts	McDougal Littell	2001	Yes	0.0%
K-5	Science	Harcourt	2007	Yes	0.0%
6th-8th	Science	Prentice Hall	2001	Yes	0.0%
6th	Social Science/History	Curriculum Associates/History Alive	2006	Yes	0.0%
K-5	Social Science/History	Houghton Mifflin	2006	Yes	0.0%
7th-8th	Social Science/History	Prentice Hall	2006	Yes	0.0%

### Library Information

The school's library, staffed by a part/full-time Library Clerk, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school. Three computer workstations within the library are connected to the Internet so students are able to access resources and information online.

### Computer Resources

All classrooms have at least 3 computers that are connected to the Internet. Summerville Elementary also has a computer lab with 30 computers as well as a mobile computer lab in the 7th and 8th grade building with 28 computers. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. The school uses SuccessMaker software, which has math, reading and science based programs and keeps track of student progress. The information is used by teachers to monitor student growth and/or reteach concepts.

Computer Resources			
	05-06	06-07	07-08
Computers	75	117	93
Students per computer	5.5	3.3	4.2
Classrooms connected to Internet	20	22	26

### Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Tuolumne and Sonora, which contain numerous computer workstations.

### CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement

Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test												
% At or Above 50th Percentile												
Reading			Math			Reading			Math			
3			3			7			7			
06	07	08	06	07	08	06	07	08	06	07	08	
All Students						All Students						
School	55	63	59	63	65	72	81	64	62	72	74	69
District	55	63	59	63	65	72	81	64	56	74	77	65
State	37	38	38	55	56	56	46	47	49	50	51	52
Males						Males						
School	50	62	53	57	54	55	71	52	54	84	65	69
Females						Females						
School	58	65	67	65	82	80	91	75	77	64	88	69
Socioeconomically Disadvantaged						Socioeconomically Disadvantaged						
School	50	50	52	61	71	67	73	57	64	59	71	64
Caucasian						Caucasian						
School	64	69	71	68	69	67	83	66	55	71	76	69

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

### Physical Fitness

In the spring of each year, Summerville Elementary is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone		
2007-08 Test Results		
	5th Grade	7th Grade
School		
School Overall	42.5%	45.7%
School (Boys)	65.0%	39.1%
School (Girls)	20.0%	52.2%
District		
District Overall	42.5%	45.7%
District (Boys)	65.0%	39.1%
District (Girls)	20.0%	52.2%
State		
State Overall	27.1%	30.9%
State (Boys)	24.4%	28.4%
State (Girls)	29.9%	33.5%

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



## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only). For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts									Math									Science								
	2			3			4			5			2			3			4			5					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																											
School	41	43	40	38	42	59	54	64	83	57	54	56	68	65	64	61	68	82	46	58	77	51	61	54	62	46	44
District	41	43	40	38	42	59	53	64	83	54	54	56	68	65	64	61	68	82	45	58	77	48	61	54	60	46	44
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	39	33	30	21	42	53	58	47	80	55	48	59	70	60	78	50	62	79	58	53	83	52	67	53	69	48	59
District	39	33	30	21	42	54	56	46	80	51	48	59	69	60	79	50	61	79	56	53	83	48	67	53	65	47	59
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	41	54	48	46	41	64	50	76	88	58	60	52	65	69	52	65	76	87	35	62	68	47	55	54	53	45	33
District	41	54	48	47	41	64	50	76	88	58	60	52	65	69	52	65	76	86	35	62	69	47	55	55	52	45	33
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Socioeconomically Disadvantaged																											
School	21	26	29	28	29	53	45	43	*	42	57	33	43	58	65	67	50	84	45	36	*	32	64	41	53	50	27
District	21	26	29	28	29	53	43	43	0	38	57	34	42	58	65	67	50	84	43	36	0	29	64	41	48	50	28
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
Caucasian																											
School	45	56	42	44	48	65	58	86	88	59	59	57	72	67	67	72	79	84	50	67	85	51	63	57	68	47	50
District	44	55	42	44	48	65	58	86	88	60	60	57	72	67	67	72	79	84	51	67	85	52	63	57	68	47	50
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68

California Standards Test (CST)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
	Language Arts						Math						Science			Social Science					
	6		7		8		6		7		8		8		8						
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																					
School	56	53	59	62	60	58	44	66	51	65	51	56	61	68	57	53	66	57	40	47	28
District	56	52	57	62	60	55	42	62	51	65	49	54	61	68	54	50	63	57	38	43	28
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Males																					
School	67	62	52	56	61	62	41	72	52	67	54	57	68	70	63	56	68	61	41	60	39
District	67	57	53	56	60	58	36	68	52	67	50	57	68	69	59	50	64	61	36	53	39
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
Females																					
School	48	41	65	68	58	50	50	58	50	64	47	55	55	67	45	50	63	54	39	32	18
District	48	41	62	69	59	46	50	55	50	64	47	53	54	67	41	50	60	53	39	30	18
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Socioeconomically Disadvantaged																					
School	50	29	36	45	43	43	32	53	45	45	29	18	50	57	50	53	53	55	21	29	20
District	50	27	33	46	43	41	28	50	45	45	27	16	50	58	46	48	50	55	19	25	20
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
Caucasian																					
School	58	56	58	63	66	57	48	68	56	69	50	58	63	74	58	52	68	62	39	51	31
District	58	56	58	64	66	57	44	66	56	70	50	59	64	74	57	47	67	61	36	49	31
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53

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

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Summerville Elementary is not a Program Improvement School.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	7	7	7	
Similar Schools Rank	7	9	9	
All Students				
Actual Growth	25	8	-1	808
Socioeconomically Disadvantaged				
Actual Growth	13	11	-2	764
Caucasian				
Actual Growth	39	10	-9	816

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements: • Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics. • Percent proficient on the state's standards-based assessments in ELA and Mathematics. • API as an additional indicator. • Graduation rate (for secondary schools). There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.



Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## Teacher Assignment

Summerville Elementary recruits and employs the most qualified credentialed teachers. For the 2007/08 school year, Summerville Elementary had 100% fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007/08 school year, the most current data are reported.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	22	24	22	23
Without Full Credentials	0	1	1	1
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)		0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2007-08 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

## Substitute Teachers

Tuolumne County has a real shortage of qualified substitute teachers, which has affected the availability of substitute teachers to Summerville Elementary School. To the extent possible, teachers are allowed to select the substitute to cover their classes when they are absent. The Tuolumne County Office of Education properly certifies all substitutes.

When a substitute teacher is not available for an absent teacher, the Principal assumes the role of substitute.

## Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Principal, who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator. Summerville Elementary offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is led by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

## Local Measures

Teachers use assessments throughout the year, which are either teacher made or created by the textbook publisher. The assessments are aligned to the California Content Standards and the District's standard-based report cards. The results of the assessments are used to communicate to parents on their student's progress toward meeting standards.

## Individualized Instruction

Summerville Elementary provides special education services to students who meet the criteria. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist/Special Day Class Program serves students with exceptional needs who are able to function in the regular classroom for part or a majority of the day. The program also has two classroom aides who work with the student, under the teachers guidance, one-on-one or in small groups.

## At Risk Interventions

Summerville Elementary provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Other intervention programs offered at Summerville Elementary include: Title 1 interventions program, after school tutoring offered through the After School Program, and a 6th-8th grade Student Assistance Program for students who fail to complete homework assignments and are failing classes.

## GATE

Summerville Elementary offers Gifted and Talented Education (GATE) program through the Tuolumne County GATE Consortium to those who qualify. The Tuolumne County GATE Consortium was formed in the interest of providing a program for students of extraordinary ability and talent which:

Challenges through diverse activities at or above their competency;

Establishes a realization of the joy of gaining knowledge;

Fuels the process of investigation;

Promotes sensitivity and responsibility to self and others;

Explores specific areas of particular academic interest;

Provides an opportunity for these students to interact with others in the County, but not necessarily at their school, who have similar abilities and interests.

The objective of the program is to provide students opportunities through classroom, after school and Saturday Events to fulfill the program purposes as stated above.

## Counseling & Support Staff

It is the goal of Summerville Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. In 2007-2008, Summerville Elementary School District hired a part-time counselor who is currently funded with a combination of district funds and a grant through the S.H. Cowell Foundation.

## NCLB Compliant Teachers

	<b>% of Core Academic Courses Taught By NCLB Compliant Teachers</b>	<b>% of Core Academic Courses Taught By Non-NCLB Compliant Teachers</b>
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

The school also conducts Student Success Team meetings, which include the Principal, teacher(s), Special Ed or Title 1 teacher and parent, to discuss a student's progress and make recommendations to help the student succeed.

## Safe School Plan

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 on 10/8/2008 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a 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.

## School Facilities

Summerville Elementary was originally constructed in 1906 and is comprised of 25 classrooms, gym, multipurpose room/cafeteria, library, staff lounge, computer lab, and playgrounds. Recent remodeling included the modernization of two classroom buildings and the office as well as new concrete walkways and blacktop.

**Cleaning Process:** The principal works daily with the custodial and maintenance staff of 3 (2 full-time and 1 part-time) 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.

School Facility Conditions				
Date of Last Inspection: 11/05/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			

**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 2007/08 school year the district allocated \$32,000 for deferred maintenance program. During the 2007/08 school year, the district's governing board did approve deferred maintenance projects for the school, which included plumbing, flooring, electrical projects, and replacing the surfacing material under the kindergarten play structure.

## Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. Staff Development in 2007/08 offered training for teachers in the following areas: New science curriculum/textbook adoption, technology Integration and application support, special education (i.e., Response to Intervention), and Explicit Direct Instruction.

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on 2006-07 financial statements.

Average Teacher Salaries	
School & District	
School	\$45,824
District	\$51,777
Percentage of Variation	11.5%
School & State	
All Elementary School Districts	\$54,322
Percentage of Variation	15.6%

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$33,189	\$36,760
Mid-Range Teachers	\$42,871	\$52,816
Highest Teachers	\$53,935	\$64,666
Elementary School Principals	\$69,768	\$83,075
Middle School Principals	-	\$86,138
High School Principals	-	-
Superintendent	\$90,530	\$98,053
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.1%	38.5%
Administrative Salaries	7.1%	6.4%

## District Expenditures

Summerville Elementary spent an average of \$7,200 to educate each student, based on the 2007/08 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,200
From Restricted Sources	\$2,300
From Unrestricted Sources	\$5,000
District	
From Unrestricted Sources	\$5,000
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	5.66%

## District Revenue Sources

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

- Title 1, Part A
- Title II, Part A
- Title IV, Part A
- Title V
- Title VI - Small Rural Achievement Grant
- Economic Impact Aide
- Tobacco Prevention Funds
- School Safety Violence Prevention

## School Leadership

Leadership at Summerville Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

## Data Sources

Data within the SARC was provided by Summerville Elementary School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## 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 a 928-4291.

