

Summerville Elementary School

Leigh Shampain, Superintendent / Principal

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2008-09 School Accountability Report Card

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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.

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. In 2008-09, the Title 1 program employed one full-time teacher and two part time Aides. The staff also includes: four full-time and one part time instructional aide, 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

2008-09

	Percentage
African American	0.5%
American Indian	10.9%
Asian	0.0%
Caucasian	73.0%
Filipino	0.0%
Hispanic or Latino	11.5%
Pacific Islander	0.5%
Multiple or No Response	3.6%

Parent Involvement

An important aspect of Summerville 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 5000 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).

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.

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.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	22	21	23	0	21	23
Suspension Rate	5.7%	5.4%	6.3%	0.0%	5.4%	6.2%
Expulsions	0	0	1	0	0	1
Expulsion Rate	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%

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: sports, YES Campus Council and enrichment classes for 6th-8th grade. 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.

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: 03/31/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	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 2008/09 school year the district allocated \$34,000 for deferred maintenance program. During the 2008/09 school year, the district's governing board did approve deferred maintenance projects for the school, which included plumbing, roofing, flooring, and electrical projects.

Enrollment by Grade

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

Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
K	38	37	47
1st	52	41	37
2nd	29	52	33
3rd	44	30	50
4th	35	46	28
5th	47	41	44
6th	41	45	44
7th	47	46	43
8th	50	50	40

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					
	07	08	09	07	08	09	07	08	09	07	08	09
By Grade Level												
K	19	19	23	2	2	1	-	-	1	-	-	-
1	17	21	19	3	1	2	-	1	-	-	-	-
2	17	21	17	1	1	2	-	1	-	-	-	-
3	19	14	14	2	1	3	-	1	-	-	-	-
4	18	29	8	2	-	1	-	1	-	-	-	-
5	22	29	20	-	-	2	2	1	-	-	-	-
6	-	23	21	-	-	1	-	1	1	-	-	-
K-3	17	19	17	1	1	1	-	-	-	-	-	-
4-8	-	28	-	-	-	-	-	1	-	-	-	-
By Subject Area												
English	19	17	21	10	9	9	6	3	1	-	-	1
Mathematics	22	21	19	3	4	4	3	1	-	-	-	-
Science	23	23	20	1	3	3	5	3	1	-	-	-
Social Science	30	28	20	1	3	5	5	3	1	2	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				
	2006-07	2007-08	2008-09	
K	100%	100%	50%	
1	100%	50%	100%	
2	100%	50%	100%	
3	100%	50%	100%	



Instructional Time (includes Minimum days)

For the 2008/09, Summerville Elementary offered 180 days of instruction, comprised of 175 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	51,000
1st	50,400	52,395
2nd	50,400	52,395
3rd	55,800	52,395
4th	55,800	55,910
5th	55,800	55,920
6th	55,800	57,720
7th	55,800	57,720
8th	55,800	57,720

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
7th-8th	Mathematics	Prentice Hall	2003	Yes
K-6	Mathematics	Saxon	2001	Yes
K-5	Reading Language Arts	Houghton Mifflin	2001	Yes
6th-8th	Reading Language Arts	McDougal Littell	2001	Yes
K-5	Science	Harcourt	2007	Yes
6th-8th	Science	Prentice Hall	2001	Yes
6th	Social Science/History	Curriculum Associates/History Alive	2006	Yes
K-5	Social Science/History	Houghton Mifflin	2006	Yes
7th-8th	Social Science/History	Prentice Hall	2006	Yes

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.

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

Most 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			
	06-07	07-08	08-09
Computers	117	93	91
Students per computer	3.3	4.2	4.0
Classrooms connected to Internet	22	26	27

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.

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 2008-2009, Summerville Elementary School District continued to employ a part-time counselor who was funded through MediCal Administrative Activities funds. 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 students progress and make recommendations to help the student succeed.



Teacher Assignment

Summerville Elementary recruits and employs the most qualified credentialed teachers. For the 2008/09 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 2008/09 school year, the most current data are reported.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	24	22	22	23
Without Full Credentials	1	1	1	1
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
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 2008-09 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.

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

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 2008/09 offered training for teachers in the following areas: new math curriculum, technology integration and application support, special education (i.e., Response to Intervention), and Explicit Direct Instruction.

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. Teacher 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 lead 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.

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. In the 2008-09 school year 58.3% of fifth graders and 56.4% of seventh graders met six of six fitness standards.

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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	55	57	57	54	57	56	43	46	50
Mathematics	61	59	63	61	59	61	40	43	46
Science	56	51	69	55	51	66	38	46	50
History/Social Science	48	27	44	44	27	38	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	53	57	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	41	65	*	*
Pacific Islander	*	*	*	*
Caucasian	60	64	73	52
Males	54	67	74	52
Females	60	59	61	*
Socioeconomically Disadvantaged	48	54	46	27
English Learners	*	*	*	*
Students with Disabilities	33	40	*	*
Migrant Education	*	*	*	*

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

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level. The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight. NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	7	7	7	
Similar Schools Rank	9	9	7	
All Students				
Actual Growth	8	-1	17	827
Socioeconomically Disadvantaged				
Actual Growth	11	-2	17	782
Caucasian				
Actual Growth	10	-9	25	844

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	

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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

District Expenditures

Summerville Elementary spent an average of \$7,700 to educate each student, based on the 2008/09 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	\$7,700
From Restricted Sources	\$2,300
From Unrestricted Sources	\$5,400
District	
From Unrestricted Sources	\$5,400
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	2.03%

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
- 21st Century After School Grant
- School Safety Violence Prevention
- ACES After School Grant

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.

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 2007-08 financial statements.

Average Teacher Salaries	
School & District	
School	\$50,002
District	-
Percentage of Variation	-
School & State	
All Elementary School Districts	\$56,284
Percentage of Variation	11.17%

Average Salary Information Teachers - Principal - Superintendent 2007-08

	District	State
Beginning Teachers	-	\$38,481
Mid-Range Teachers	-	\$55,789
Highest Teachers	-	\$70,849
Elementary School Principals	-	\$88,862
Middle School Principals	-	\$94,015
High School Principals	-	\$97,594
Superintendent	-	\$110,994

Salaries as a Percentage of Total Budget		
Teacher Salaries	41.0%	37.0%
Administrative Salaries	7.0%	7.0%

Data Sources

Data within the SARC was provided by Summerville Elementary School District, retrieved from the 2008-09 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.

