

Summerland Elementary School

135 Valencia Avenue • Summerland, CA 93067 • 805-969-1011 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Carpinteria Unified School District

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District Governing Board

Jayne Bray
Rogelio Delgado
Sally Green
Michelle Robertson
Andy Sheaffer

District Administration

Diana F. Rigby
Superintendent
Maureen Fitzgerald
**Assistant Superintendent, Business
Services**

School Description

Summerland Elementary School is a K-5 school situated in the heart of the small, seaside community of Summerland. Set on a hill less than a block from the Pacific Ocean, this 52 student school offers a dazzling vista in a neighborhood setting. Summerland School has educated Summerland students for over one hundred years. Established originally in 1890 in a charming, one-room schoolhouse, it moved as it grew to its current location and became what it is today—a collection of four portables; three classrooms comprised of multi-grades and a fourth one housing a small library and administrative office.

Summerland School staff believes that strength of character and academic achievement go hand in hand, preparing students to meet the challenges of the 21st century. Summerland School has a history of earning the highest API in Santa Barbara County and in 2014 Summerland School was recognized as a California Distinguished School.

Mission Statement

Summerland School strives for excellence by providing a stimulating, academic, and caring environment in which all children may grow intellectually, creatively, and personally through the team efforts of the school and community members. The students will be encouraged to develop their integrity and talents to be productive members of society.

Vision Statement

Summerland School maintains that strength of character and empowerment through knowledge go hand-in-hand resulting in capable adults succeeding in our diverse society.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	7
Grade 1	10
Grade 2	9
Grade 3	8
Grade 4	8
Grade 5	11
Total Enrollment	53

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	1.9
Hispanic or Latino	15.1
White	75.5
Two or More Races	7.5
Socioeconomically Disadvantaged	11.3
English Learners	1.9
Students with Disabilities	11.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Summerland	17-18	18-19	19-20
With Full Credential	3	3	3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Carpinteria Unified	17-18	18-19	19-20
With Full Credential	♦	♦	117
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Summerland Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Carpinteria Unified School District selects textbooks and other instructional materials from the most recent list of Standards-based materials adopted by the State Board of Education. Students have current textbooks in the core areas of the curriculum and textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The District has affirmed that each pupil, including English Learners, has their own textbook to use in class and to take home. Every student has access to his or her own textbook for each subject area.

Carpinteria Unified School District adopted a new K-5 Language Arts program during the 2017-18 school year and was purchased and implemented in the 2018-19 school year. Kindergarten through third graders use Wonders, by MacMillan McGraw Hill. Fourth and fifth grade students use Ready Gen, by Pearson. In the 2015-16 school year, teachers across elementary sites piloted math programs, and enthusiastically recommended the Bridges math program, from the Math Learning Center. It is now being implemented with rave reviews in all classrooms. A new science program, Full Option Science System, by Pearson, was adopted in the 2017-18 school year and was purchased and implemented in the 2018-19 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders (K-3), MacMillan McGraw Hill (2018) Ready Gen (4th-5th), Pearson (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges in Mathematics, The Math Learning Center (2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Full Option Science System (FOSS), Scott Foresman (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	California Reflections (K-5), Harcourt (2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Summerland School was built in 1965 and consists of four modular buildings. Beyond the regular playground facilities and play structures, the school also has a school garden. Adjoining the school property is an additional playground area, which includes a basketball court and a tennis court. During the summer of 2004, the front two portables and the office area were completely modernized, in addition to upgrading the facility for Americans with Disabilities Act (ADA) access and upgrading the student bathrooms and adding a staff restroom. Also on the campus is a fully functioning, small school library. The school's garden reflects the love and care they are given by everyone from the school custodian to the parents. Each classroom reflects the focus on learning. The environment is stimulating and reflects students' pride in Summerland School. Our school provides a safe, clean, and functional environment for learning through proper facilities maintenance and campus supervision. The principal and custodial staff work closely together to maintain the campus environment. We operate an online work order system that maintenance crews prioritize and see to it that the school is safe, clean, and in good repair. Our school has a custodian available during school hours and evenings.

The District participates in the State School Deferred Maintenance Program, which provides state 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, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 12/27/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	77	84	45	48	50	50
Math	77	88	39	44	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	25	96.15	84.00
Male	13	12	92.31	83.33
Female	13	13	100.00	84.62
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	20	20	100.00	90.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	25	96.15	88.00
Male	13	12	92.31	91.67
Female	13	13	100.00	84.62
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	20	20	100.00	90.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

At the heart of Summerland School's success is parent and community involvement. Small businesses in Summerland support and enhance the curriculum both financially and with time to support and expand learning opportunities for Summerland students. Local businesses also support the school's annual "Trick or Treat Parade" by providing treats to our costumed students. Parents are often in the classroom supporting student learning. The parents lead a number of fundraisers during the year including a Jog-a-thon and each spring we hold an all-school play. All proceeds are used to enhance the curriculum and purchase supplies not available through District and State funds.

Parent Group: The Summerland School Parent Group (PFS) is an integral part of the school and the school's programs are enriched through their fundraising activities. The Parent Group provides essential financial support to the school's curriculum and the combination classrooms by supporting the use of instructional assistants and other personnel. Both the Parent Group and the School Site Council hold monthly meetings.

Parent Volunteers: Our parent volunteers help in our total school effort. They assist by helping in the classroom, chaperoning field trips, and in many other ways. Parents are encouraged to volunteer. All volunteers must be fingerprinted at our District office and present a certificate that shows proof that they are free of tuberculosis.

For more information on how to become involved please contact Dr. Michelle Fox, mfox@cusd.net

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.

School Safety Plan

Safety is a prime concern at Summerland School. The comprehensive School Safety Plan is evaluated and amended, if needed, by the staff and the school community each year to ensure that the plan meets all the needs of the school. The School Safety Plan includes goals that not only involve a major disaster, but also addresses ensuring a safe physical environment and developing healthy bodies, as well as maintaining a secure and nurturing social environment. We conduct monthly emergency drills.

Each year parents create an emergency bag of food and other supplies. Each classroom also contains a small emergency bin with emergency supplies. Parents are asked to update the Student Emergency Card annually. Students are only released to the people listed on the card.

In the event of a disaster, the school has medical supplies located in a common area, our teacher workroom. We are fortunate to have the fire station located very close to the school. The complete School Safety Plan is located for review in the school office; it is reviewed and revised annually by the faculty. The last review occurred in September 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.2	1.5	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.9	4.1	4.7
Expulsions Rate	0.5	0.3	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	265.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	1			23		1		17	1		
3	21		1		20	1			17	1		
5	18	1			20	1			19	1		
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	1	1

The district and school staff participate in professional development, training includes workshops in the area of language arts, ELD, math, and Next Generation Science Standards; aligning content standards with assessment and instruction; and meeting the needs of economically disadvantaged students and English Learners. Additional professional development is offered to meet specific teacher/aide needs through site, district, and county workshops; conferences; and, for beginning teachers, Teacher Induction Program (TIP.) Principals have gone through AB75 training to help them in carrying out the many responsibilities of a site administrator, including assisting teachers in improving instruction and meeting the needs of under-performing students. The training also includes extensive data analysis.

Professional development days are scheduled each year and facilitated by the district administrative team. The content of the training is determined by teachers and administrators and focuses on identified needs. Training on Hour Zero is also provided to all staff, a district wide safety program.

Monthly grade level and department meetings are held at each school site to provide time for ongoing teacher training, dialogue, problem solving, monitoring student progress, and meeting needs of students.

Early release days are offered throughout the year for elementary schools and middle school. During this release time, specific training is conducted according to teacher needs and interests, and school-wide goals. Teachers meet once a month in grade level teams to plan and prepare for the math and ELA program implementation.

Administrators and teachers have received training in data analysis and how to use the findings to improve student performance through the Professional Learning Community format.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$	\$46,208
Mid-Range Teacher Salary	\$	\$72,218
Highest Teacher Salary	\$	\$92,742
Average Principal Salary (ES)	\$	\$134,864
Average Principal Salary (MS)	\$	\$118,220
Average Principal Salary (HS)	\$	\$127,356
Superintendent Salary	\$	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	33%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8,066	659	7,407	68,132
District	N/A	N/A	9,398	79,737
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-23.7	-15.7
School Site/ State	-1.3	-6.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Title II (Teacher & Principal Training & Recruiting)
- Title III (Limited English Proficient Students)
- GATE (Gifted and Talented Education)
- TIP (Teacher Induction Program)
- Special Education
- National School Lunch Program

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).

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.